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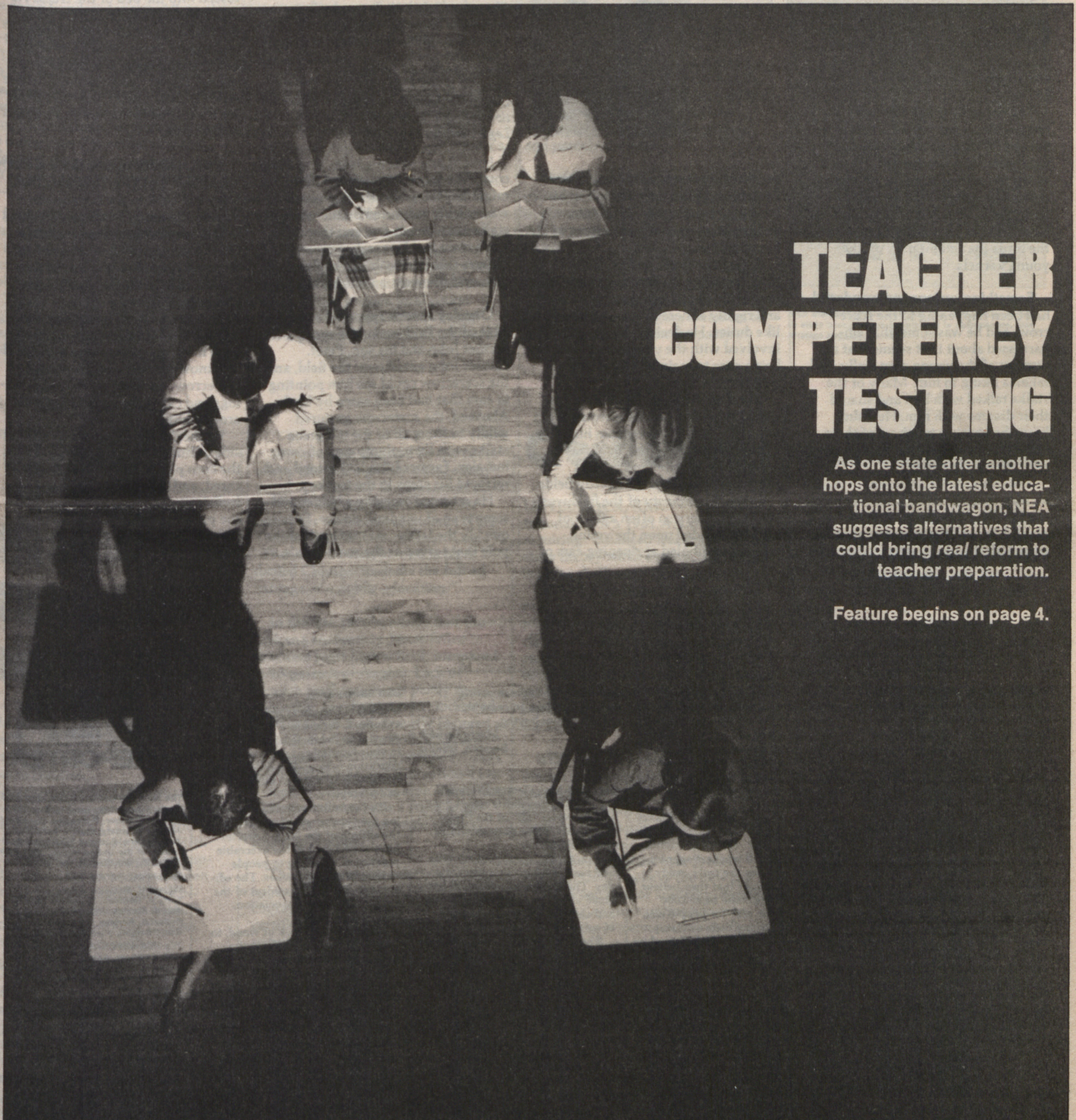

TEACHER COMPETENCY TESTING

As one state after another hops onto the latest educational bandwagon, NEA suggests alternatives that could bring *real* reform to teacher preparation.

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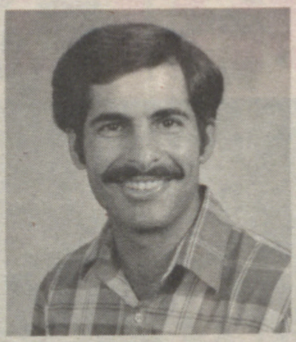
After six years of excellent and uncompromising service to my district, I made a mistake in judgment by misappropriating school-related property valued at $275. This resulted in a suspension without pay for the current semester. I accepted this rather than face the alternative of a dismissal. My "scarecrow" was born out of the hurt and anger I felt and still feel—hurt, because I had let myself, my school, my family and friends down; anger, because of the severity of the board's response.

YOUR TURN

Scarecrow: a field study



Rich Bellante taught social studies and served as student activities director at San Clemente (Calif.) High School. As a member of the Capistrano Unified Education Association, he has been represented by an attorney financed by NEA and the California Teachers Association through the Unified Legal Services Program.

Once, not long ago, a scarecrow stood resolutely in a field of tall corn. He had a job to do, and he was committed to doing the very best he could.

The scarecrow had been well taught. He appreciated his role and the opportunity to contribute to the young corn's development. He was only too familiar with the ever present dangers that could devastate an entire field. One had to keep alert and have his wits about him to ward off the birds that might prey on the young kernels.

Something curious and wonderful had been happening to the scarecrow, and he was somewhat embarrassed about it. It seems that a number of the young corn stalks had taken a liking to him. Many of the stalks talked with him and shared their dreams with him. He didn't have the heart to tell them of their bleak futures, but instead encouraged their dreams and ideals.

The scarecrow felt he had to make an important decision. Should he get involved and reach out to these young plants? Would the investment of his time with the plants detract from the excellent service he provided in their protection? Was there danger in his becoming too close to the plants, making it a very difficult parting at harvest time?

As he pondered, he realized that the alternative to investing time with the young plants was to remain aloof and rigidly adhere to his watchmanlike duties. He decided he would get involved with the young stalks while being sure to maintain his responsibilities as before.

The days rolled by, and the scarecrow found that he was learning from his stalks, as they were from him. It seemed as though "his" field was several inches taller and several shades greener than the nearby fields.

While the security of the field was still good, every so often a flock of birds descended upon the young stalks and nibbled at ripening ears of corn. The scarecrow worried that he might be losing his effectiveness but was quickly reassured by the young stalks that he was fine and that those birds must just be overly aggressive. He was satisfied with this explanation, and life went on much as before.

One day a truck appeared at the edge of the field, and out hopped Farmer John and his son, Peter. Farmer John gazed over the field, and the scarecrow could see him pointing to ears that had been eaten by birds. Alarmed, the scarecrow gestured wildly to show all of the tall green stalks with their plump ears of corn; but alas, Farmer John had turned and retraced his steps to the truck.

He returned carrying a ladder and some type of windmill device. Ever so quickly the ladder was set against the pole that served as the scarecrow's support. Farmer John climbed up and began to tear the stuffing from the scarecrow's shirt. Quickly and methodically he worked, until there remained only limp rags where once had been a proud scarecrow.

Watching in dismay, the young corn plants were quiet—their capacity for protest blunted by the overwhelming power of the act they had just observed.

The scarecrow was taken down unceremoniously from his pole and tossed into the bed of the truck. He was able to see Farmer John place the windmill device atop the pole, and almost immediately a whirring and clacking noise was heard as the windmill spun crazily around. There was a look of satisfaction on Farmer John's face as he turned and trudged to the truck.

Hurt and sick inside, the scarecrow wondered about his future on the long ride back to the farmhouse. Would he simply be discarded, flung into the trash like some worthless object? If reprieved, would he ever have the chance to go back to the fields and be with the young corn plants again?

Surely an appeal could be made; someone would certainly acknowledge his years of excellent service. He did know that he was still a good scarecrow, a scarecrow that had feelings and cared deeply about the things around him.

But he did not know if anyone outside of himself and possibly a few of the corn plants in "his" field really cared, and that's what bothered him. It distressed him to understand that the price one paid for a lapse of responsibility could be so dear and long-lasting. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

School lunch

The *NEA Reporter* doesn't speak much truth but in your November school lunch feature I really found some. It said, "The U.S. has grown to depend on this locally administered national program to nourish its young people." Now that is definitely true and what a sad omen of our present attitude. An indication of the violent illness of government dependence.

Paul Steinfeldt
West Jordan, Utah

The Association berates the Reagan administration for modifying the school lunch program. It says that . . . the program is needed because parents don't prepare breakfasts or lunches for their kids and . . . don't know how to feed them the right foods.

The underlying assumption . . . is that it is the schools' responsibility to do what parents won't.

Isn't it time that educators started telling the public that they can't do all the things parents don't want to be bothered with anymore? Isn't it time for the NEA to spend some of our dues on telling parents why they should read to their kids, rather than on electing politicians who equate spending more money with better education?

Stephen L. Slakey
Glendora, California

I feel almost all teachers support free lunches for the truly needy students. I doubt that they believe in subsidizing some 14,850,000 meals . . . per year for people who should be paying their own way.

Jack Carnahan
Hobbs, New Mexico

Budget cuts

President Reagan, through certain budget cuts, is trying to restore the proper role of the federal government and also give taxpayers a better return on their tax dollars. It is grossly inefficient and wasteful to pay taxes to the federal government and receive only a percentage of the money in return.

Programs need not be terminated; they just need to be picked up by the states. By keeping the money in the state of origin, the waste and mismanagement so prevalent at the federal level could be avoided.

Most of the federal do-good programs were started by federal politicians to capture voting blocks. It's time to cease this glorified vote buying.

Marty Serbick
Berwyn, Illinois

How can Mrs. George Watkins [LETTERS, November issue] possibly support "all" of the President's cuts? Who does she think she's kidding?

I am trying to support my wife and nine children on a teacher's pay. The President's program has given me a $20 tax break this year and stripped my family of $432 of school lunch benefits.

Thank you, NEA, for your stand. You *do* speak for most teachers.

Sheldon E. Leonard
Mount Union, Pennsylvania

NEA policies

NEA as a group should not meddle in the affairs of Social Security or other policies not directly affecting education. Title IX is like a Halloween bag that contains a few pieces of poisoned candy. NEA-PAC should be dismantled. ERA should be abandoned. The list goes on.

For the few benefits to this country that come as a result of NEA efforts, there is a myriad of ills we have to swallow, including the pig in a poke, collective bargaining.

Ves Lewis
Fremont, California

Last names only

If many . . . teachers write as well as Juliet L. Simpson ("A Teacher's Answer to Public School Critics" in your November issue), public education is in good hands indeed. Her article is cogent, courageous, and perceptive. . . .

It's too bad that in the identifying note at the end of the article, the editors of the *NEA Reporter* have succumbed to the execrable practice of referring to people only by their last names. The editors say, "A past president of the Fairfax Teachers Association, Simpson served as. . . ."

Juliet is not a block of wood, to be disregarded as totally unimportant and discarded. The person who uses a last name only is arrogant and unfeeling. Why didn't you say "Miss Simpson" or "Mrs. Simpson" or even the abominable "Ms." (a sound made by a jaded bee)? If you don't know whether Juliet is married, why didn't you say "Juliet Simpson," as you did in the first sentence of the note?

Richard F. Gregory
Pittsburgh, Pennsylvania

Editor's note: We follow accepted newspaper practice in referring to people by their last name after the first mention. This nonsexist usage saves space and avoids the necessity of determining an individual's marital status—a detail which, while interesting, is—or should be—irrelevant to a member's professional life.

NEA REPORTER

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe Di Dio;** page 2 **Dave Anderson;** page 3 **Don Murphy;** page 5 (top) **Jack Dryden,** (bottom) **Rich Nelson; page 6 Joe Di Dio;** page 11 **Carolyn Salisbury;** page 13 **CBS-TV.**

Contributing writers: page 3 (lower left) **Barbara Lawless;** pages 4-5 **Marian Clayton;** page 6 **Dave Foerster;** page 11 **Barbara Lawless;** page 13 (top) **Bernadette Longford-Williams** and **Karen Jaffe.**

Day of Conscience kicks off 1982 NEA campaign to build support for public education

WASHINGTON, D.C.—What are *you* doing Sunday, January 17, to observe the National Day of Conscience for Public Education?

The Day, called for by delegates to last summer's NEA Representative Assembly, has attracted broad media attention, as well as participation by many other national groups that share the commitment to preserving and defending the public schools.

You can take part in the observance by—

- Supporting whatever project your local or state Association has planned.
- Phoning a radio talk show and voicing public education's need for public support.
- Taking time to talk with your neighbors, friends, club, church group, and any community opinion leaders with whom you have personal contact. Find out what they think about the public schools, and suggest things they could do to help make schools better.

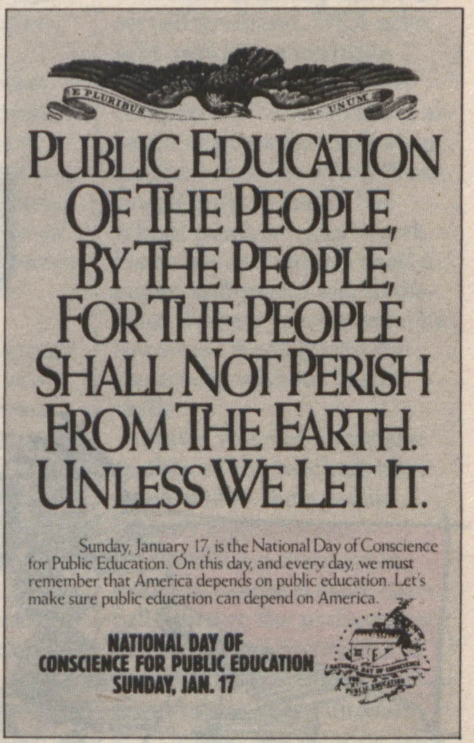
January 17 will also serve as the launching date for a three-pronged NEA campaign that will continue all year. The focus will be on improving public education, defending America's tradition of strong public and federal support for public schools, and backing friends and supporters of public education in the November elections.

NEA instruction and professional development programs designed to help members make public education better will be receiving renewed emphasis. These include local action plans for assessing and improving school programs, a series of regional IPD workshops, and the cadre training effort through which hundreds of NEA members across the country are being trained to help their colleagues sharpen their skills in various areas.

Meanwhile, NEA's federal legislative program faces a critical winter and spring. The Administration's efforts to cut in half and eventually eliminate federal support for public education represent a radical assault on America's tradition of tuition-free, universal public education.

This attack takes several forms, including massive cuts in aid and attempts to eliminate important categorical programs, dismantle the Education Department, and create tuition tax credits, vouchers, or both to siphon off public funds for private and parochial schools.

In this critical election year, of course, political action must run hand in glove with lobbying efforts. NEA will be urging members to contribute to NEA-PAC, which desperately needs funds to help congressional candidates who support public education. In the months ahead, NEA will also be encouraging members to participate actively in the party of their choice and to champion the cause of public education within the local and state party structures. □



NEA distributed five National Day of Conscience ads to state associations for placing in newspapers. One of them appears above.

In U.S. v. Texas

NEA seeks bilingual ed improvements

TYLER, TEXAS—NEA has filed a friend-of-the-court brief in a Texas lawsuit seeking better education for Chicano children.

Together with the U.S. Department of Justice, the League of United Latin American Citizens (LULAC), and the G.I. Forum, NEA is asking the Fifth U.S. Circuit Court of Appeals to uphold a federal district court decision here ordering a comprehensive bilingual education program for Chicano students, K through 12, who have limited English skills.

The district court found Texas' existing K-3 bilingual program (since expanded to K-6) ineffective and mandated the state to redress earlier discrimination against Chicanos.

Texas supported separate "Mexican schools" until 1948 and prohibited the use of Spanish on public school grounds until 1968. As late as 1970, a Chicano teacher was indicted for using Spanish to help a student who spoke no English. In 1972, the state law making it a crime to teach in a language other than English was finally abolished.

"A favorable decision by the court of appeals will mandate equal educational opportunity for thousands of students and equal teaching opportunity for teachers," comments NEA Teacher Rights Director John Cox. "The years of discrimination have denied Chicano students the full advantage of a public education."

In the late 1970's, nearly half the Chicano students in Texas failed to graduate from high school, compared to 15 percent of Anglos. Lack of English proficiency was partly responsible, the district court indicated.

"Texas has inadvertently fostered a dual class system by failing to carry out a quality bilingual program," says NEA Instruction and Professional Development Director Sharon Robinson. "These students have a right to appropriate instruction while they're learning English."

The district court order now being appealed sets down guidelines for encouraging more teachers to become certified in bilingual ed and raises the requirements for fluency in English before students may leave the bilingual program.

The district court also found that Texas has discriminated in the hiring of Chicano teachers. The lack of fully qualified bilingual teachers is a major administrative defect in the present program, NEA points out.

The NEA brief concludes, "Without the remedial measures ordered by the district court, countless students in Texas who do not speak English will be left to sink or swim in classrooms where they are unable to understand the language of instruction. Many will not survive." □

Creationism law challenged

LITTLE ROCK, ARK.—The constitutionality of a 1981 Arkansas law requiring "balanced treatment" of creation theory when evolution is taught is being challenged in federal court.

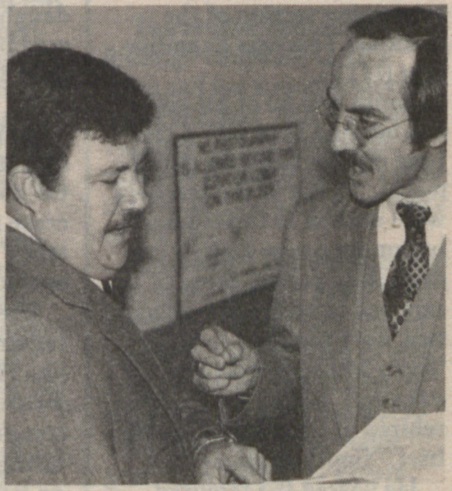
The NEA-affiliated Arkansas Education Association (AEA) is one of 23 plaintiffs seeking to have the law declared unconstitutional. Prominent among the other plaintiffs in the nationally watched case are clergy from the Baptist, Presbyterian, United Methodist, Episcopal, Jewish, and Catholic denominations.

AEA opposes the law because of its impact on members' rights. "We have been advised that Act 590 will likely serve as the basis for numerous attacks on the teaching profession and for legal actions against teachers," reports AEA President Lyle French. "Our attorneys believe the new law deprives teachers of academic freedom and opens up their performance to the scrutiny of persons of such divergent views that teachers will find it impossible to avoid harassment—no matter what they do."

Act 590, scheduled to take effect next fall, is "unconstitutionally vague," the suit charges. The law also threatens the property rights of teachers, who will be required to follow it in order to keep their jobs but who cannot possibly know what "balanced treatment" means. "Arkansas has 371 school districts," French points out. "There will be a minimum of 371 definitions."

Even more frustrating to AEA is that dollars and attention are being diverted from the real issues in education. "Arkansas ranks near the bottom in almost every measure of commitment to education—from expenditure per child to teacher salary to the number of students completing high school," French says. "Yet none of these issues that touch the lives of every child in Arkansas has generated the kind of attention that the creationism law has."

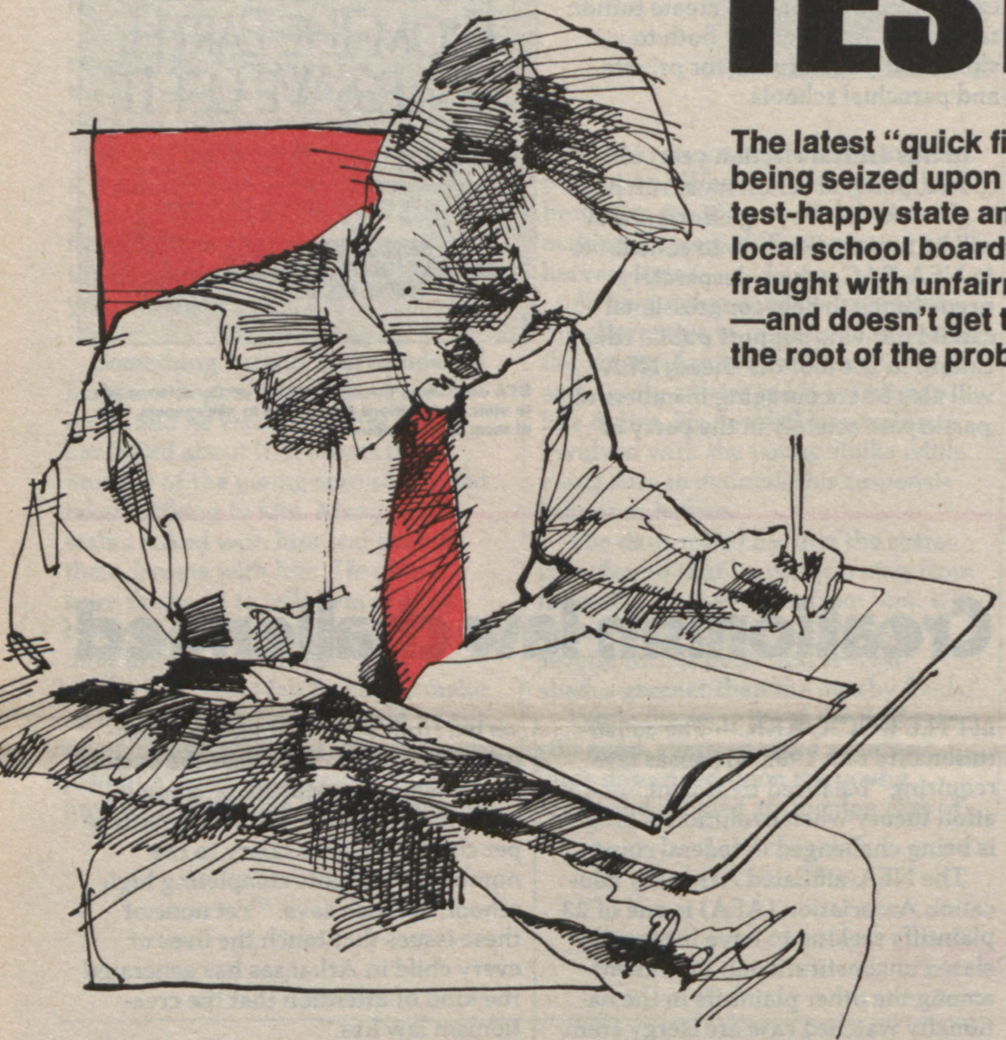
The suit does not oppose the teaching of creationist theory but vigorously opposes any statute *mandating* that it be taught. Louisiana is the only other state so far to pass such a law, but similar legislation has been introduced in a score of legislatures. □



Bill Wood (left), science teacher at McClellan High School in Little Rock, looks over a biology text with Arkansas Education Association attorney Bob Cearley. Wood testified in federal court on the likely effect of state's creationism law on his classroom.

A closer look at

TEACHER COMPETENCY TESTING



The latest "quick fix" being seized upon by test-happy state and local school boards is fraught with unfairness —and doesn't get to the root of the problem.

Paul Smith, a 7th grade social studies teacher in Huntington Beach, Calif., with 12 years of experience, found himself out of a job this fall when he fell two points short of an arbitrary cutoff score on the English expression section of the National Teachers Examination (NTE).

Smith and 50 of his colleagues had been RIF'd last June due to declining enrollments. "Most of the teachers were rehired in September, but under a new district credentialing policy, those of us certified in secondary education were required to have 'Ryan Multiple Subject Certification' before we could be rehired in the elementary district," Smith explains.

He passed the required reading course and College Level Examination Program, but his NTE score kept him from being rehired as a full-time teacher. However, the district took Smith back as a "long-term substitute"—without health insurance or other benefits.

He passed the NTE on his second try (actually his third; he had passed it years ago, but that score was now considered irrelevant). Smith was finally given a full-time teaching assignment in late October—"too late for my daughter's birth to be covered by medical insurance," he notes.

Smith's story could be repeated in districts across the country if the current craze for "teacher competency" testing continues to spread.

Even where there is no state requirement, local districts like Huntington Beach are instituting their own teacher competency tests for use in hiring. The tests may focus on basic skills—reading, writing, spelling, math—or on a broader range of competencies, as does the widely used NTE.

NEA and its affiliates are constantly monitoring testing policies and laws in an attempt to counter unfair practices. Among the more recent events on the teacher testing front:

► In **Colorado,** an accountability bill that would require teacher testing was killed last spring after the Colorado Education Association (CEA) fought it. A new CEA-backed testing law requires education students to pass a competency test—developed by the state colleges and the state department of education—before they go into student teaching. Students have several opportunities to pass the test.

► The **New Mexico** state board of education adopted a teacher testing and evaluation plan in early November, despite protests from NEA-New Mexico (NEA-NM) and an overwhelming majority of the education community.

"Adoption of these recommendations would put you on record as believing New Mexico's public schools are failing," NEA-NM President-Elect Vodene Patterson told the state board. Actually, student achievement as measured by standardized tests has been *improving,* and the school dropout rate is declining.

The new state plan, to go into effect in July 1983, calls for teacher and administrator candidates to pass a test of "general education, communication skills, methods and practices, and content specialization" before they can be licensed to teach. The test will be developed by the state department of education.

► In **Arizona,** a new proficiency test is supposed to weed out incompetent and illiterate teachers. Six state legislators recently took the test, and three of them flunked. The chief backer of the bill mandating the test had said "anyone with an eighth grade education should be able to pass the thing." He failed.

► The **South Dakota** state board of education has tabled two testing proposals this fall. Testimony at a public hearing was practically unanimous against instituting statewide testing of students and requiring competency testing for teacher certification.

The South Dakota Education Association (SDEA) opposed both proposals from the beginning, calling them "superficial and simplistic—coming from the bureaucracy, not from the classroom." The proposals "create the impression that South Dakota schools are not doing a good job, but the facts show schools are providing quality education to their students," SDEA President Donna Miller said. South Dakota students rank first nationally in SAT verbal scores and second in math scores.

What is needed to improve education, Miller argued, are effective evaluation and professional development programs. "Too many good teachers flounder," she said, "because they get no support or assistance while they are teaching."

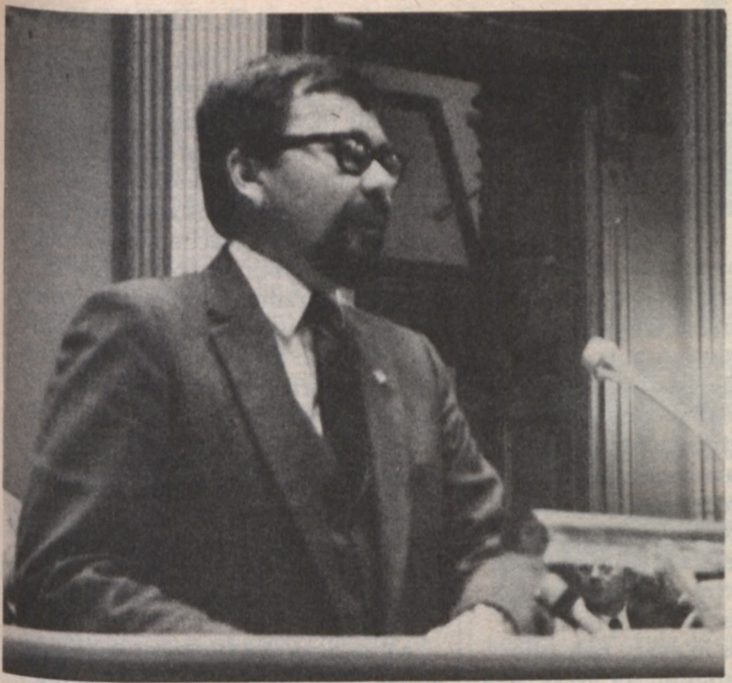
While the two testing proposals have been tabled, there is now talk of changing the initial certification procedures. SDEA will be monitoring all such proposals. "Our schools will not improve with expensive, irrelevant schemes or quick fixes," Miller says. "They will improve when good, well-prepared teachers, working with high quality materials and equipment, can afford to stay in South Dakota's classrooms."

► In **North Carolina,** the state legislature has designated 24 school systems to pilot a statewide teacher evaluation program scheduled to take effect this summer. In the pilot districts, classroom teachers' own NTE scores and their students' achievement test scores will be used in an attempt to "validate" the new standard instrument on which principals will be evaluating teachers. The North Carolina Association of Educators (NCAE) opposes this use of test scores and at press time was exploring possible legal action.

► The **Texas** State Teachers Association was able to place into the state's new testing law the concept that no single test can be used to determine certification. The law says there must be a "comprehensive evaluation." The state board of education is still trying to decide just what that constitutes.

NEA's policy on teacher testing is clearly stated in Resolution C-2: "The Association . . . believes that examinations such as the National Teachers Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage."

Yet perhaps more than any-



Testifying before the State Board of Education, Colorado Education Association President Jim Mills presents the CEA viewpoint on teacher competency and certification.

one else, classroom teachers *want* high standards for their profession. They are hurt by the general stigma of "incompetence" that is unjustly attached to public school teachers when the media plays up sensational cases of semi-literate people who have somehow managed to get licensed and hired.

What should be done? "The whole system of teacher preparation and licensing needs an overhaul," charges NEA Instruction and Professional Development (IPD) Director Sharon Robinson. "The basic problem is that the states haven't adequately monitored the teacher training institutions to which they have traditionally delegated the responsibility for credentialing.

"**These institutions** set their own admission standards, teach prospective teachers a state-approved program, and then automatically recommend graduates for teacher certification if their transcripts show the right combination of courses and credits.

Proposals to test teachers and initiate statewide testing of students are "simplistic answers to a complex problem," SDEA President Donna Miller tells the South Dakota Board of Education. "The schools will improve when well-prepared teachers, working with high quality materials, can afford to stay in the classroom."

"When a state-mandated test is introduced at the end of this process, there may or may not be a relationship between what was taught and what the test measures. We have a real problem with this lack of correlation—as well as with the *timing* of the test. The teacher candidate, who has taken all these courses in good faith, is suddenly hit with an unrelated, make-it-or-break-it test at the very *end* of his or her training."

NEA believes the screening of students for a teaching career should be ongoing, beginning with higher admissions standards for schools of education. (The education college at the University of Oregon asked an advisory panel of K-12 teachers, school administrators, college faculty, and student teachers how the institution could improve itself. Number one on the suggestion list was "raise admission requirements." The college did so, making its admission standards tougher. Result? For the first time ever, there is a waiting list to get in!)

NEA and its state affiliates oppose the use of competency tests as a criterion for teacher licensure because none are accurate enough to have such critical career decisions based solely upon them. Most characteristics of good teachers—creativity, enthusiasm, patience, dedication, ability to motivate and inspire children—cannot be measured by multiple-choice, pen-and-pencil tests, and many potentially good teachers may be eliminated by the arbitrary cutoff score.

It is just as simplistic and wrongheaded to award or deny certification to a teaching candidate on the basis of a single "competency" test score as it is to base that decision solely on a candidate's transcript, NEA believes. It seems ludicrous to hinge such a crucial decision on a test score that can vary so greatly from one time to another, subject to illness and other uncontrollable factors.

Unfortunately, competency tests appeal to state legislators and bureaucrats enamored with the "industrial model" of efficiency. Raising the required cutoff scores is a cheap way to manipulate the supply of teachers—and to convince the public that the state is "raising standards."

If the teaching profession had any ownership of the competency tests, the way the legal profession "owns" its bar exam, the tests might be more valid. The reality is that the tests are controlled by the commercial testing industry or state departments of education, not by teachers.

As presently used to screen prospective teachers, competency tests give the *appearance* of addressing the problem of poorly prepared teacher college graduates, but they fail to get to the heart of the matter. What are the penalties for a teacher training institution that consistently turns out a high percentage of graduates who fail the statewide test? So far, there appear to be few.

Two important answers to the problem rest with the National Council for the Accreditation of Teacher Education (NCATE) and with the state approval process. Making national accreditation—through the NCATE process—mandatory would go a long way toward eliminating poor and marginal programs.

To really improve the quality of teachers entering the profession in the 1980's, NEA suggested in recent congressional testimony, states should demand that teacher training institutions provide more rigorous assessment procedures, better counseling, and more field-based experiences that offer professors of education a chance to observe and evaluate prospective teachers in action.

In other words, states must require that colleges have a firm data base on which to make an informed decision before recommending a candidate for teacher certification. Any institution which consistently recommends that the state award licenses to people who lack minimum skills should be closed down. States could effectively shut down these marginal programs by revoking the right to recommend candidates for licensing.

Of course, teacher training institutions are caught in a dilemma too. Most of them, for a number of reasons, lack the status that attracts the financial resources they need to do a better job.

As the demands for teacher testing have escalated, there has been a push in some districts to require teachers already on the payroll to take a written exam to prove their skills in spelling, grammar, writing, and math. NEA has gone on record opposing any move to require practicing classroom teachers to pass such a test.

If their teaching can be observed firsthand, NEA asks, why resort to a multiple choice test to 'weed out incompetents'? Methods are already in place for evaluating teachers and removing those found unfit to teach. No school administrator worth his or her salt should need a paper-and-pencil test to disclose the rare teacher who has somehow made it into the classroom without basic skills.

States worried about the quality of the teachers now employed in their public schools might better—

► Encourage districts to evaluate teachers more carefully during the probationary period, and to review more thoroughly the coursework required for recertification.

► Tighten certification requirements for the administrators charged with evaluating teachers, and work to make the evaluation procedures themselves more meaningful.

► Provide help for teachers who need it—through teacher centers and better continuing education programs.

► Improve teacher salaries, to attract more talent into the profession and to keep the best teachers from being lured away by higher salary offers from other employers. □

Georgia: a state testing plan goes sour

ATLANTA—In 1979, when Georgia's state board of education instituted a criterion-referenced test as a requirement for teacher certification, teachers by and large went along with it, perhaps seeing cooperation as a way to prove how "professional" they were.

Under the two-year-old procedure, Georgia issues provisional certificates that allow prospective teachers to teach as paid interns for three years before a final decision is made to certify them. To become licensed, they must be assessed as effective on the job and must also pass the 3½-hour written test.

Unfortunately, the testing procedure is full of flaws. Both teachers and principals have been disappointed and frustrated by the test itself, which was created by National Evaluation Systems (NES), a competitor of the better known Educational Testing Service (ETS).

Principals who find a particular "intern" teacher outstanding and want to hire him or her resent the arbitrary test cutoff score, which often forces termination of a promising teaching career.

Georgia Association of Educators (GAE) members on the Teacher Educational Council—an advisory group to the state board of education—recently persuaded the board to call for an independent review of the criterion-referenced test (since renamed the teacher certification test). Five psychometrists and other experts examined the test and found—

► The correlation between the competency test scores and indicators of teacher effectiveness is not high enough to guarantee that teachers who have these competencies will be effective teachers.

► Lack of adequate feedback to those who fail the test negates its use for teacher improvement—originally billed as one of the major purposes of the test.

► There is no test for several areas of specialization. Teachers in those areas are required to pass a test that is not in their field.

► While each test has the same cutoff score, the material on the different tests varies in difficulty.

► There is no clear correlation between teacher training curriculums and the tests. Some colleges teach closer to the test than others.

The review committee's findings vindicate GAE's 1980 call for a moratorium on using the test. The committee suggested a thorough, three-year study of the validity, reliability, and objectivity of the test.

Comments GAE Executive Secretary Horace Tate, "Our concern with the test should not be misinterpreted as any lack of desire on our part to have standards in the teaching profession. Our major goal, however, is to assure that the standards set are fair and properly constituted. It is for this reason that GAE is once again calling for a total moratorium on use of the test for certification until the problems can be fully corrected." □

In Congress

Budget likely to dominate second session of 97th

WASHINGTON, D.C.—Look for more big budget fights—and maybe not much else—as the 97th Congress goes into its second session beginning in January.

That's the consensus of Capitol Hill observers here, and it looks like a safe forecast. With the Reagan Administration now predicting a federal deficit of over $109 billion this fiscal year, the White House is certain to press for ever deeper cuts in discretionary social programs.

Meanwhile, the initial wave of budget cuts, which went into effect October 1, has begun to take its toll at state and local levels—leading even staunch Reagan supporters like Senators Jake Garn (R-Utah) and Paul Laxalt (R-Nevada) to question publicly whether federal funding for some programs wasn't cut too drastically. At the December conference of the National League of Cities, "Reaganomics" drew intense bipartisan fire from governors, state legislators, county officials, and mayors.

In the final weeks of the first session, the 97th Congress was at work once again on a continuing resolution to provide stopgap federal education funding for the current school year, in the absence of a regular appropriations bill. Meanwhile, the Office of Management and Budget was already leaking the Administration's plans for cutting the Education Department's budget in half next year, reducing it to $8.4 billion.

Under this new scheme, impact aid would be slashed from last school year's $757 million down to $206 million. Education block grants and Title I programs for the disadvantaged would be cut in half. Also slated to go under the budget ax: aid to adult, vocational, Indian, handicapped, and bilingual education, as well as Pell grants for college students, and civil rights enforcement activities in the Education Department.

The Administration will be suggesting deep cuts in every federally assisted social program for fiscal 1983. The degree of congressional resistance to further cuts will be determined by the degree of *public* outcry as housing, food stamps, education, job training, and other vital programs are pitted one against another in the scramble for scarce federal dollars.

NEA members are urged to keep the pressure on their senators and representatives. "Calls and letters to Capitol Hill from teachers and other school employees protesting cuts in federal programs from Social Security to school aid were successful in holding down our losses during 1981, and they can work again," says NEA President Willard McGuire.

In this election year, NEA and its organizational allies are determined to make budget cuts politically expensive when they restrict educational opportunity, deny civil rights, and further widen the gap between rich and poor.

All seats in the House of Representatives and a third of the seats in the Senate are up for election in November. Political activity by NEA members can make a critical difference in every congressional race. □

NEA legislative conference probes new political reality

WASHINGTON, D.C.—Over 200 Association leaders from around the nation met here in November for NEA's Third Annual Legislative Conference. Through two days of speeches, panels, and workshops, they and their guest speakers analyzed the attacks on public education by the Reagan Administration and the "New Right" and strategized about ways to limit the damage.

"I know that many of you have colleagues who operate on the fairness principle—that is, no matter how others may do unto us, we ought to always act with mercy and fairness to them. They find it unseemly for mere teachers and other educational workers to dare speak out against the policies of such a nice person as the President. And they would rather listen to the promises of politicians who appeal to them than react to the realities of the programs those politicians institute. I cannot go along with that."

—NEA President Willard McGuire

"The budget fights we had in 1981 are only the beginning. There will be increasing pressures for cuts in 1982 and 1983. When you look at the budget, you see about one-third goes to the military, and the President has said he won't cut that. About one-third goes to Social Security and other entitlements, and the President now says he won't cut that. About 10 to 13 percent goes to interest on the federal debt, and that can't be cut. That leaves about 20 percent for everything else, and education falls in this 20 percent."

—Representative Jim Jones (D-Okla.)

"I'm just a run-of-the-mill Christian legislator who ran up against the Moral Majority. They told me that the 'Christian' position on the Department of Education was to oppose it. I asked them if the Department weren't an issue upon which Christians of good will could disagree. They said 'no, not really' because the NEA was going to take over the Department, then take over education in the United States and inculcate children in the religion of secular humanism.

The Moral Majority ended up giving me a congressional 'morality' rating of 29 (some ABSCAM congressmen turned out to be more moral than me) and flooded my district with hate literature. I lost the [1980] Republican primary."

—Former Representative John Buchanan (R-Ala.)

"There are many who insist that the Administration intends only to reform the federal role in education, and not to eliminate it. These are the people who dismiss the concerns of the NEA and others as the unfounded extremes of professional Cassandras.

Well, I am not a Cassandra, but neither am I a Pollyanna. The signs are clear. Some of the President's advisors have embarked on a calculated campaign to get the federal government out of the nation's schools—to, in effect, have the federal government turn its back on the nation's schoolchildren."

—Senator Robert Stafford (R-Vt.)

VOTING RECORD

97th Congress First Session 1981

WASHINGTON, D.C.—For the first time in recent history, the U.S. Congress has spent virtually an entire session debating a single topic: the federal budget.

This came about because of an extraordinary challenge posed by President Reagan shortly after he took office last January. The President asked Congress to take a very fast track, with few hearings or votes, in order to drastically reduce the domestic budget, sharply increase defense spending, and enact massive tax cuts.

Congress gave the President much of what he asked for, despite the warnings of NEA and others that the consequences of the Reagan economic scheme would be catastrophic.

The following chart shows how the 97th Congress has voted so far on a variety of issues of great concern to NEA, as reflected in the legislative program adopted by the Representative Assembly. The choice of issues has been limited by the congressional agenda and style of operation this session.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide whom to endorse for reelection. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

Senate Republican leaders who have been traditional friends of public education may be disadvantaged in this voting record by support of the Administration's positions. The final column in the chart, showing cumulative voting record for each senator since his last election, is an attempt to put this session's votes into perspective.

The voting records are summarized in percentage figures. Keep in mind, however, that the figure alone does not always fully reflect voting performance. For example, one member of Congress may have taken the NEA position on every issue, while another may have cast one pro-NEA vote while not voting at all on the other issues. Both members will be shown as scoring 100 percent.

SENATE

Key

+ right according to NEA position
— wrong according to NEA position
NV not voting

1. Question: Should the Senate restore funding to the Reagan budget for education and other social programs?

NEA position: Yes
Outcome: 40 yes, 59 no

The motion: To adopt Chafee (R-RI) motion to restore funds in budget reconciliation instruction resolution (SCR 9).

Roll call no. 56 — March 31, 1981

2. Question: Should the Senate increase money for school lunch and child nutrition programs?

NEA position: Yes
Outcome: 29 yes, 58 no

The motion: To adopt Kennedy (D-MA) amendment to First Concurrent Budget Resolution (SCR 19) to increase funding for school lunch and child nutrition.

Roll call no. 97 — May 5, 1981

3. Question: Should the Senate refuse to use interfund borrowing as a means to ensure the solvency of the Social Security system so that benefits will be paid?

NEA position: No
Outcome: 51 yes, 45 no

The motion: To table (kill) amendment to the tax bill (H J Res 266) authorizing Old Age and Survivors Fund to borrow from reserves in Disability and Hospital Insurance funds.

Roll call no. 188 — July 16, 1981

4. Question: Should the Justice Department and the courts be prevented from maintaining lawsuits that use busing as a means of achieving desegregation?

NEA position: No
Outcome: 60 yes, 39 no

The motion: Amendment to Justice Department authorization (S 951), prohibiting the Department from maintaining suits involving mandatory busing of schoolchildren and limiting power of the courts to impose injunctive relief involving the transportation of students.

Roll call no. 258 — September 16, 1981

5. Question: Should the tax system allow a full deduction for business lunches while the school lunch program is reduced?

NEA position: No
Outcome: 58 yes, 30 no

The motion: To table (kill) Hart (D-CO) amendment to debt limit bill (HJ Res 265) to reduce the deduction for business meals and to earmark the savings from such reduction for the school lunch program.

Roll call no. 289 — September 28, 1981

	Vote # 1	2	3	4	5	% Pro NEA 97th Congress	Cumulative
ALABAMA							
Heflin (D)	—	+	+	+	+	80	64
Denton (R)	—	—	—	—	—	0	0
ALASKA							
Murkowski (R)	—	—	—	—	—	0	0
Stevens (R)	—	—	—	—	—	0	27
ARIZONA							
DeConcini (D)	—	—	+	—	NV	25	54
Goldwater (R)	—	—	—	—	NV	0	0
ARKANSAS							
Bumpers (D)	+	NV	+	+	+	100	100
Pryor (D)	—	—	+	—	+	40	50
CALIFORNIA							
Cranston (D)	+	+	+	+	+	100	100
Hayakawa (R)	—	—	—	—	—	0	24
COLORADO							
Hart (D)	+	+	+	+	+	100	100
Armstrong (R)	—	—	—	—	—	0	27
CONNECTICUT							
Dodd (D)	+	+	+	+	+	100	100
Weicker (R)	+	NV	—	+	—	50	83
DELAWARE							
Biden (D)	+	+	+	—	+	80	54
Roth (R)	—	+	—	—	—	20	26
FLORIDA							
Chiles (D)	—	—	+	—	+	40	63
Hawkins (R)	—	—	—	—	—	0	0
GEORGIA							
Nunn (D)	—	—	+	—	+	40	44
Mattingly (R)	—	—	—	—	—	0	0
HAWAII							
Inouye (D)	+	+	+	+	NV	100	100
Matsunaga (D)	+	NV	+	+	—	75	78
IDAHO							
McClure (R)	—	—	—	—	NV	0	27
Symms (R)	—	—	—	—	NV	0	0
ILLINOIS							
Dixon (D)	+	+	+	+	—	80	80
Percy (R)	+	—	—	+	—	40	64
INDIANA							
Lugar (R)	—	—	—	—	—	0	20
Quayle (R)	—	—	—	—	—	0	0
IOWA							
Grassley (R)	—	—	—	—	—	0	0
Jepsen (R)	—	—	—	—	—	0	14
KANSAS							
Dole (R)	—	—	—	—	—	0	0
Kassebaum (R)	—	—	—	—	—	0	36
KENTUCKY							
Ford (D)	+	+	+	—	+	80	80
Huddleston (D)	+	+	+	—	+	80	54
LOUISIANA							
Johnston (D)	—	—	+	—	NV	25	38
Long (D)	—	NV	+	—	—	25	25
MAINE							
Mitchell (D)	+	+	+	+	+	100	100
Cohen (R)	+	—	—	+	—	40	57
MARYLAND							
Sarbanes (D)	+	+	+	+	+	100	80
Mathias (R)	+	NV	+	+	—	75	75
MASSACHUSETTS							
Kennedy (D)	+	+	+	+	+	100	100
Tsongas (D)	+	+	NV	+	+	100	85
MICHIGAN							
Levin (D)	+	+	+	+	+	100	93
Riegle (D)	+	+	+	+	+	100	87
MINNESOTA							
Durenberger (R)	+	—	—	+	—	40	43
Boschwitz (R)	—	—	—	+	—	20	47
MISSISSIPPI							
Stennis (D)	—	—	+	—	NV	25	46
Cochran (R)	—	—	—	—	—	0	36
MISSOURI							
Eagleton (D)	+	+	+	+	—	80	80
Danforth (R)	+	—	—	—	—	20	56
MONTANA							
Baucus (D)	—	+	+	+	+	80	71
Melcher (D)	+	+	+	—	—	60	63
NEBRASKA							
Exon (D)	—	NV	+	—	+	50	38
Zorinsky (D)	—	—	+	—	—	20	12
NEVADA							
Cannon (D)	+	NV	NV	—	—	33	65
Laxalt (R)	—	—	—	—	—	0	0
NEW HAMPSHIRE							
Humphrey (R)	—	—	—	+	—	20	21
Rudman (R)	—	—	—	+	—	20	20
NEW JERSEY							
Bradley (D)	+	+	+	+	+	100	79
Williams (D)	NV	+	+	+	NV	100	76
NEW MEXICO							
Domenici (R)	—	—	NV	—	—	0	38
Schmitt (R)	—	NV	—	—	—	0	39
NEW YORK							
Moynihan (D)	+	+	+	+	+	100	68
D'Amato (R)	—	—	—	—	—	0	0
NORTH CAROLINA							
East (R)	—	—	—	—	—	0	0
Helms (R)	—	—	—	—	—	0	25
NORTH DAKOTA							
Burdick (D)	+	+	+	+	+	100	64
Andrews (R)	+	—	—	—	—	20	20
OHIO							
Glenn (D)	+	+	NV	+	+	100	100
Metzenbaum (D)	+	NV	+	+	—	75	83
OKLAHOMA							
Boren (D)	—	—	+	—	+	40	36
Nickles (R)	—	—	—	—	—	0	0
OREGON							
Hatfield (R)	—	—	—	+	—	20	63
Packwood (R)	—	—	—	+	—	20	20
PENNSYLVANIA							
Heinz (R)	+	NV	—	+	—	50	65
Specter (R)	+	—	—	+	—	40	40
RHODE ISLAND							
Pell (D)	+	+	+	+	+	100	77
Chafee (R)	+	—	—	+	—	40	57
SOUTH CAROLINA							
Hollings (D)	—	—	+	—	+	40	40
Thurmond (R)	—	—	—	—	—	0	29
SOUTH DAKOTA							
Pressler (R)	—	NV	—	+	NV	33	45
Abdnor (R)	—	—	—	—	—	0	0
TENNESSEE							
Sasser (D)	—	NV	+	—	+	50	74
Baker (R)	—	—	—	—	—	0	42
TEXAS							
Bentsen (D)	—	—	+	—	—	20	56
Tower (R)	—	—	—	—	—	0	31
UTAH							
Garn (R)	—	—	—	—	—	0	0
Hatch (R)	—	NV	—	—	—	0	21
VERMONT							
Leahy (D)	+	+	+	+	—	80	80
Stafford (R)	+	—	—	NV	—	25	73
VIRGINIA							
Warner (R)	—	—	—	—	NV	0	23
Byrd (I)	—	—	+	—	—	20	40
WASHINGTON							
Jackson (D)	+	+	+	+	—	80	80
Gorton (R)	—	—	—	—	—	0	0
WEST VIRGINIA							
Byrd (D)	+	+	+	—	+	80	80
Randolph (D)	+	+	+	—	+	80	67
WISCONSIN							
Proxmire (D)	—	—	+	—	+	40	48
Kasten (R)	—	—	—	—	—	0	0
WYOMING							
Simpson (R)	—	—	—	—	NV	0	38
Wallop (R)	—	—	—	—	NV	0	25

VOTING RECORD

HOUSE OF REPRESENTATIVES

Key

+	right according to NEA position
—	wrong according to NEA position
NV	not voting
○	vote taken prior to member's election to Congress

1. Question: Shall the House adopt President Reagan's preliminary spending targets?

NEA position: No

Outcome: 263 yes, 176 no

The motion: To adopt Latta (R-OH) substitute to H Con Res 115.

Roll call no. 36 — May 7, 1981

2. Question: Should Congress have to consider the Administration's budget cuts on an individual basis?

NEA position: Yes

Outcome: 210 yes, 217 no

The motion: To adopt the rule on the Budget Reconciliation bill (HR 3982).

Roll call no. 104 — June 25, 1981

3. Question: Should the House adopt the Administration's budget cuts rather than those recommended by the Budget Committee?

NEA position: No

Outcome: 217 yes, 211 no

The motion: To adopt Latta (R-OH) amendments, considered en bloc, and to substitute portions endorsed by President Reagan (HR 3982).

Roll call no. 111 — June 26, 1982

4. Question: Should the House pass the budget reconciliation bill?

NEA position: No

Outcome: 232 yes, 193 no

The motion: To pass the bill (HR 3982).

Roll call no. 113 — June 26, 1981

5. Question: Should Congress ease up enforcement of the Voting Rights Act?

NEA position: No

Outcome: 132 yes, 277 no

The motion: To adopt Butler (R-VA) amendment to permit bailout cases to be heard in an appropriate federal district court in the jurisdiction seeking bailout rather than in the District of Columbia.

Roll call no. 238 — October 5, 1981

6. Question: Should the fiscal 1982 appropriations bill be sent back to the Appropriations Committee for further cuts?

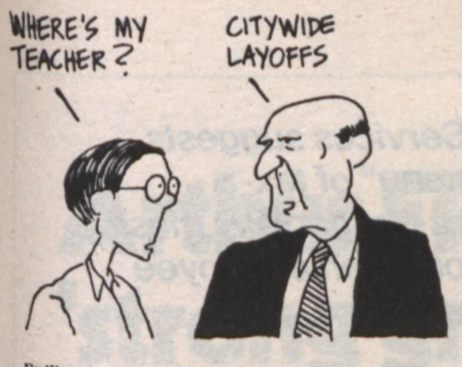
NEA position: No

Outcome: 168 yes, 249 no

The motion: To recommit the fiscal 1982 Labor/HHS/Education appropriation bill (HR 4560) to the Committee on Appropriations.

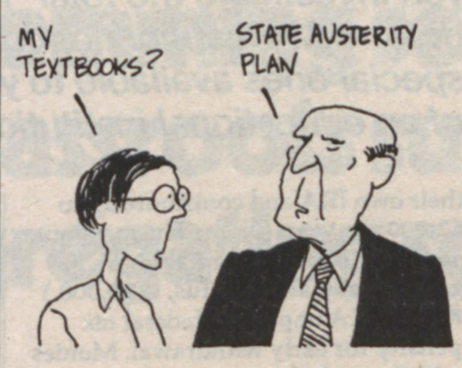
Roll call no. 248 — October 6, 1981

	Vote # 1	2	3	4	5	6	% Pro NEA
ALABAMA							
1 Edwards (R)	—	—	—	—	—	—	0
2 Dickinson (R)	—	—	—	—	—	—	0
3 Nichols (D)	—	—	—	—	—	+	17
4 Bevill (D)	—	+	+	+	—	+	67
5 Flippo (D)	—	+	—	—	—	+	33
6 Smith (R)	—	—	—	—	—	—	0
7 Shelby (D)	—	—	—	—	—	—	0
ALASKA							
1 Young (R)	—	—	—	—	+	+	33
ARIZONA							
1 Rhodes (R)	—	—	—	—	—	—	0
2 Udall (D)	+	+	+	+	+	+	100
3 Stump (D)	—	—	—	—	—	—	0
4 Rudd (R)	—	—	—	—	—	—	0
ARKANSAS							
1 Alexander (D)	+	+	+	+	+	+	100
2 Bethune (R)	—	—	—	—	+	NV	20
3 Hammerschmidt (R)	—	—	—	—	+	—	17
4 Anthony (D)	—	+	+	+	+	+	83
CALIFORNIA							
1 Chappie (R)	—	—	—	—	—	—	0
2 Clausen (R)	—	—	—	—	—	—	0
3 Matsui (D)	+	+	+	+	+	+	100
4 Fazio (D)	+	+	+	+	+	+	100
5 Burton, John (D)	+	+	NV	NV	NV	NV	100
6 Burton, Phil. (D)	+	+	+	+	+	+	100
7 Miller (D)	+	+	+	+	+	+	100
8 Dellums (D)	+	+	+	+	+	+	100
9 Stark (D)	+	+	+	+	+	+	100
10 Edwards (D)	+	+	+	+	+	+	100
11 Lantos (D)	+	+	+	+	+	+	100
12 McCloskey (R)	—	—	—	—	+	—	17
13 Mineta (D)	+	+	+	—	+	+	83
14 Shumway (R)	—	—	—	—	—	—	0
15 Coelho (D)	+	+	+	+	+	+	100
16 Panetta (D)	+	+	+	—	+	+	83
17 Pashayan (R)	—	—	—	—	NV	NV	0
18 Thomas (R)	—	—	—	—	NV	NV	0
19 Lagomarsino (R)	—	—	—	—	—	—	0
20 Goldwater (R)	—	—	—	—	—	—	0
21 Fiedler (R)	—	—	—	—	NV	NV	0
22 Moorhead (R)	—	—	—	—	—	—	0
23 Beilenson (D)	+	+	+	+	+	+	100
24 Waxman (D)	+	+	+	—	+	+	83
25 Roybal (D)	+	+	+	+	+	+	100
26 Rousselot (R)	—	—	—	—	—	—	0
27 Dornan (R)	—	—	—	—	+	—	17
28 Dixon (D)	+	+	+	+	+	+	100
29 Hawkins (D)	+	+	+	+	+	+	100
30 Danielson (D)	+	NV	NV	NV	+	+	100
31 Dymally (D)	+	+	NV	NV	+	+	100
32 Anderson (D)	+	+	+	+	+	+	100
33 Grisham (R)	—	—	—	—	—	—	0
34 Lungren (R)	—	—	—	—	—	—	0
35 Dreier (R)	—	—	—	—	—	—	0
36 Brown (D)	+	+	+	+	+	+	100
37 Lewis (R)	—	NV	—	—	NV	—	0
38 Patterson (D)	—	+	+	—	+	+	67
39 Dannemeyer (R)	—	—	—	—	NV	—	0
40 Badham (R)	—	—	—	—	—	—	0
41 Lowery (R)	—	—	—	—	—	—	0
42 Hunter (R)	—	—	—	—	+	—	17
43 Burgener (R)	—	—	—	—	—	—	0
COLORADO							
1 Schroeder (D)	+	+	+	+	+	+	100
2 Wirth (D)	+	+	+	+	+	+	100
3 Kogovsek (D)	+	+	+	+	+	+	100
4 Brown (R)	—	—	—	—	—	—	0
5 Kramer (R)	—	—	—	—	—	—	0
CONNECTICUT							
1 Vacancy							
2 Gejdenson (D)	+	+	+	+	+	+	100
3 DeNardis (R)	—	—	—	—	+	+	33
4 McKinney (R)	—	—	—	—	+	+	33
5 Ratchford (D)	+	+	+	+	+	+	100
6 Moffett (D)	+	+	+	+	NV	+	100
DELAWARE							
1 Evans (R)	—	—	—	—	—	—	0
FLORIDA							
1 Hutto (D)	—	—	—	—	+	—	17
2 Fuqua (D)	—	+	+	NV	+	+	80
3 Bennett (D)	—	—	+	—	+	+	50
4 Chappell (D)	—	—	—	—	—	—	0
5 McCollum (R)	—	—	—	—	—	—	0
6 Young (R)	—	—	—	—	—	—	0
7 Gibbons (D)	—	+	+	—	+	+	67
8 Ireland (D)	—	—	—	—	+	—	17
9 Nelson (D)	—	+	—	—	+	—	33
10 Bafalis (R)	—	—	—	—	—	—	0
11 Mica (D)	—	+	—	—	+	+	50
12 Shaw (R)	—	—	—	—	—	—	0
13 Lehman (D)	+	+	+	+	+	+	100
14 Pepper (D)	+	+	+	+	NV	+	100
15 Fascell (D)	+	+	+	+	+	+	100
GEORGIA							
1 Ginn (D)	—	+	+	+	+	+	83
2 Hatcher (D)	—	+	—	—	—	+	33
3 Brinkley (D)	—	+	+	—	—	+	50
4 Levitas (D)	—	+	+	+	—	+	67
5 Fowler (D)	+	+	+	+	+	+	100
6 Gingrich (R)	—	—	—	—	—	—	0
7 McDonald (D)	—	—	—	—	—	—	0
8 Evans (D)	—	—	—	—	—	+	17
9 Jenkins (D)	—	+	+	+	—	—	50
10 Barnard (D)	—	—	—	—	—	—	0
HAWAII							
1 Heftel (D)	+	+	+	+	+	+	100
2 Akaka (D)	+	+	+	+	+	+	100
IDAHO							
1 Craig (R)	—	—	—	—	—	—	0
2 Hansen (R)	—	—	—	—	—	—	0
ILLINOIS							
1 Washington (D)	+	+	+	+	+	+	100
2 Savage (D)	+	+	+	+	+	+	100
3 Russo (D)	+	+	+	+	+	+	100
4 Derwinski (R)	—	—	—	—	+	—	17
5 Fary (D)	+	+	+	+	+	+	100
6 Hyde (R)	—	—	—	—	—	—	0
7 Collins (D)	+	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	+	+	+	+	100
9 Yates (D)	+	+	+	+	+	+	100
10 Porter (R)	—	—	—	—	+	—	17
11 Annunzio (D)	+	+	+	+	+	+	100
12 Crane, Philip (R)	—	—	—	—	NV	—	0
13 McClory (R)	—	—	—	—	—	—	0
14 Erlenborn (R)	—	—	—	—	—	—	0
15 Corcoran (R)	—	—	—	—	+	—	17
16 Martin (R)	—	—	—	—	+	NV	20
17 O'Brien (R)	—	—	—	—	—	+	17
18 Michel (R)	—	—	—	—	—	—	0
19 Railsback (R)	—	—	—	—	+	—	17
20 Findley (R)	—	—	—	—	+	—	17
21 Madigan (R)	—	—	—	—	—	—	0
22 Crane, Daniel (R)	—	—	—	—	—	—	0
23 Price (D)	+	+	+	—	+	+	83
24 Simon (D)	+	+	+	+	+	+	100
INDIANA							
1 Benjamin (D)	+	+	+	+	+	+	100
2 Fithian (D)	+	+	+	+	+	+	100
3 Hiler (R)	—	—	—	—	+	—	17
4 Coats (R)	—	—	—	—	+	—	17
5 Hoyer (D)	○	+	+	+	+	+	100
5 Hillis (R)	—	—	—	—	+	—	17
6 Evans (D)	—	+	+	+	+	+	83
7 Myers (R)	—	+	—	—	—	—	17
8 Deckard (R)	—	—	—	—	+	—	17
9 Hamilton (D)	+	+	+	+	+	+	100
10 Sharp (D)	+	+	+	+	+	+	100
11 Jacobs (D)	—	+	+	+	+	+	83
IOWA							
1 Leach (R)	—	—	—	—	+	+	33
2 Tauke (R)	—	—	—	—	+	+	33
3 Evans (R)	—	—	—	—	+	+	33
4 Smith (D)	+	+	+	+	+	+	100
5 Harkin (D)	+	+	+	+	+	+	100
6 Bedell (D)	+	+	+	+	+	+	100
KANSAS							
1 Roberts (R)	—	—	—	—	—	—	0
2 Jeffries (R)	—	—	—	—	—	—	0
3 Winn (R)	—	—	—	—	—	—	0
4 Glickman (D)	+	+	+	+	+	+	100
5 Whittaker (R)	—	—	—	—	—	—	0
KENTUCKY							
1 Hubbard (D)	+	+	+	+	NV	+	100
2 Natcher (D)	—	+	+	+	+	+	83
3 Mazzoli (D)	—	+	+	+	+	+	83
4 Snyder (R)	—	—	—	—	—	+	17
5 Rogers (R)	—	—	—	—	—	+	17
6 Hopkins (R)	—	—	—	—	+	+	33
7 Perkins (D)	+	+	+	+	+	+	100
LOUISIANA							
1 Livingston (R)	—	—	—	—	—	+	17
2 Boggs (D)	+	+	+	+	+	+	100
3 Tauzin (D)	—	—	—	—	—	—	0
4 Roemer (D)	—	—	+	+	—	—	33
5 Huckaby (D)	—	—	—	—	—	—	0
6 Moore (R)	—	—	—	—	—	—	0
7 Breaux (D)	—	—	—	—	—	—	0
8 Long (D)	+	+	+	+	+	+	100
MAINE							
1 Emery (R)	—	—	—	—	+	—	17
2 Snowe (R)	—	—	—	—	+	+	33
MARYLAND							
1 Dyson (D)	—	+	+	—	+	+	67
2 Long (D)	—	+	+	—	+	+	67
3 Mikulski (D)	+	+	+	+	+	+	100
4 Holt (R)	—	—	—	—	+	+	33

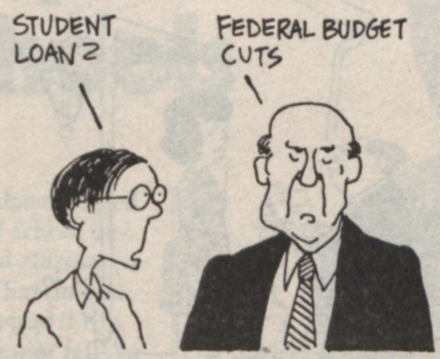


By Wasserman

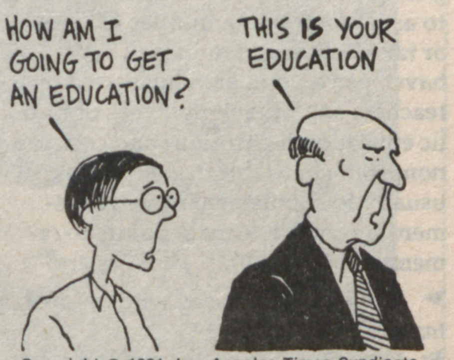
	Vote # 1	2	3	4	5	6	% Pro NEA
6 Byron (D)	—	—	—	—	+	+	33
7 Mitchell (D)	+	+	+	+	+	+	100
8 Barnes (D)	+	+	+	+	+	+	100
MASSACHUSETTS							
1 Conte (R)	—	—	—	+	+	+	50
2 Boland (D)	+	+	+	+	+	+	100
3 Early (D)	+	+	+	+	+	+	100
4 Frank (D)	+	+	+	+	+	+	100
5 Shannon (D)	+	+	+	+	+	+	100
6 Mavroules (D)	+	+	+	+	+	+	100
7 Markey (D)	+	+	+	+	+	+	100
8 O'Neill (D)*	NV	NV	+	NV	NV	NV	100
9 Moakley (D)	+	+	+	+	+	+	100
10 Heckler (R)	—	—	—	+	+	+	50
11 Donnelly (D)	+	+	+	+	+	+	100
12 Studds (D)	+	+	+	+	+	+	100
MICHIGAN							
1 Conyers (D)	+	NV	+	+	+	+	100
2 Pursell (R)	—	—	—	—	+	+	33
3 Wolpe (D)	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	0
5 Sawyer (R)	—	—	—	—	—	—	0
6 Dunn (R)	—	—	—	—	+	—	17
7 Kildee (D)	+	+	+	+	+	+	100
8 Traxler (D)	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	—	—	—	—	—	0
10 Albosta (D)	—	+	+	+	+	+	83
11 Davis (R)	—	—	—	—	+	+	33
12 Bonior (D)	+	+	+	+	+	+	100
13 Crockett (D)	+	+	+	+	+	+	100
14 Hertel (D)	+	+	+	+	+	+	100
15 Ford (D)	+	+	+	+	+	+	100
16 Dingell (D)	+	+	+	+	NV	+	100
17 Brodhead (D)	+	+	+	+	+	+	100
18 Blanchard (D)	+	+	+	+	+	+	100
19 Broomfield (R)	—	—	—	—	+	—	17
MINNESOTA							
1 Erdahl (R)	—	—	—	—	+	+	33
2 Hagedorn (R)	—	—	—	—	—	—	0
3 Frenzel (R)	—	—	—	—	—	—	0
4 Vento (D)	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	100
6 Weber (R)	—	—	—	—	+	—	17
7 Stangeland (R)	—	—	—	—	—	—	0
8 Oberstar (D)	+	+	+	+	+	+	100
MISSISSIPPI							
1 Whitten (D)	+	+	+	+	—	+	83
2 Bowen (D)	—	+	+	+	—	+	67
3 Montgomery (D)	—	—	—	—	—	—	0
4 Dowdy (D)	○	○	○	○	+	—	50
5 Lott (R)	—	—	—	—	—	—	0
MISSOURI							
1 Clay (D)	+	+	+	+	+	+	100
2 Young (D)	—	+	+	+	+	+	83
3 Gephardt (D)	+	+	+	+	+	+	100
4 Skelton (D)	—	+	+	—	+	+	67
5 Bolling (D)	+	+	+	+	+	+	100
6 Coleman (R)	—	—	—	—	—	—	0
7 Taylor (R)	—	—	—	—	—	—	0
8 Bailey (R)	—	—	—	—	+	—	17
9 Volkmer (D)	—	+	+	+	+	+	83
10 Emerson (R)	—	—	—	—	—	—	0
MONTANA							
1 Williams (D)	+	+	+	+	+	+	100
2 Marlenee (R)	—	—	—	—	—	—	0
NEBRASKA							
1 Bereuter (R)	—	—	—	—	—	—	0
2 Daub (R)	—	—	—	—	+	—	17
3 Smith (R)	—	—	—	—	—	—	0
NEVADA							
1 Santini (D)	—	—	—	—	—	+	17
NEW HAMPSHIRE							
1 D'Amours (D)	+	+	+	+	+	+	100
2 Gregg (R)	—	—	—	—	+	—	17
NEW JERSEY							
1 Florio (D)	+	+	+	+	+	NV	100
2 Hughes (D)	+	+	+	+	+	+	100
3 Howard (D)	+	+	+	+	+	+	100
4 Smith (R)	—	—	—	—	+	+	33
5 Fenwick (R)	—	—	—	—	+	+	33
6 Forsythe (R)	—	—	—	—	+	—	17
7 Roukema (R)	—	—	—	—	+	+	33
8 Roe (D)	+	+	+	+	+	+	100
9 Hollenbeck (R)	—	—	—	—	+	+	33
10 Rodino (D)	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	100



	Vote # 1	2	3	4	5	6	% Pro NEA
12 Rinaldo (R)	—	—	—	—	+	+	33
13 Courter (R)	—	—	—	—	+	—	17
14 Guarini (D)	+	+	+	+	+	+	100
15 Dwyer (D)	+	+	+	+	+	+	100
NEW MEXICO							
1 Lujan (R)	—	—	—	—	+	—	17
2 Skeen (R)	—	—	—	—	—	—	0
NEW YORK							
1 Carney (R)	—	—	—	—	—	+	17
2 Downey (D)	+	+	+	+	+	+	100
3 Carman (R)	—	—	—	—	—	—	0
4 Lent (R)	—	—	—	—	+	—	17
5 McGrath (R)	—	—	—	—	+	—	17
6 LeBoutillier (R)	—	—	—	—	+	—	17
7 Addabbo (D)	+	+	+	+	+	+	100
8 Rosenthal (D)	+	+	+	+	+	+	100
9 Ferraro (D)	+	+	+	+	+	+	100
10 Biaggi (D)	+	+	+	+	+	+	100
11 Scheuer (D)	+	+	+	+	+	+	100
12 Chisholm (D)	+	+	+	+	+	NV	100
13 Solarz (D)	+	+	+	+	+	+	100
14 Richmond (D)	+	+	+	+	+	+	100
15 Zeferetti (D)	+	+	+	+	+	+	100
16 Schumer (D)	+	+	+	+	+	+	100
17 Molinari (R)	—	—	—	—	—	—	0
18 Green (R)	—	—	—	—	+	+	33
19 Rangel (D)	+	+	+	+	+	+	100
20 Weiss (D)	+	+	+	+	+	+	100
21 Garcia (D)	+	+	+	+	+	+	100
22 Bingham (D)	+	+	+	+	+	+	100
23 Peyser (D)	+	+	+	+	NV	+	100
24 Ottinger (D)	+	+	+	+	+	+	100
25 Fish (R)	—	—	—	—	+	+	33
26 Gilman (R)	—	—	—	—	+	+	33
27 McHugh (D)	+	+	+	+	+	+	100
28 Stratton (D)	+	+	+	+	+	+	100
29 Solomon (R)	—	—	—	—	—	—	0
30 Martin (R)	—	—	—	—	—	—	0
31 Mitchell (R)	—	—	—	—	+	+	33
32 Wortley (R)	—	—	—	—	+	—	17
33 Lee (R)	—	—	—	—	—	—	0
34 Horton (R)	—	—	—	—	NV	+	20
35 Conable (R)	—	—	—	—	—	—	0
36 LaFalce (D)	+	+	+	+	+	+	100
37 Nowak (D)	+	+	+	+	+	+	100
38 Kemp (R)	—	—	—	—	+	—	17
39 Lundine (D)	+	+	+	+	+	+	100
NORTH CAROLINA							
1 Jones (D)	+	+	+	—	NV	NV	75
2 Fountain (D)	—	+	+	—	+	—	50
3 Whitley (D)	+	+	+	—	+	—	67
4 Andrews (D)	—	+	+	+	+	—	67
5 Neal (D)	+	+	+	+	+	+	100
6 Johnston (R)	—	—	—	—	—	NV	0
7 Rose (D)	+	+	+	NV	+	+	100
8 Hefner (D)	+	+	+	+	+	+	100
9 Martin (R)	—	—	—	—	—	—	0
10 Broyhill (R)	—	—	—	—	—	—	0
11 Hendon (R)	—	—	—	—	+	—	17
NORTH DAKOTA							
1 Dorgan (D)	+	+	+	+	+	+	100
OHIO							
1 Gradison (R)	—	—	—	—	+	—	17
2 Luken (D)	—	+	+	+	+	+	83
3 Hall (D)	—	+	+	+	+	+	83
4 Oxley (R)	○	○	○	○	—	—	0
5 Latta (R)	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	0
7 Brown (R)	—	—	—	—	+	NV	20
8 Kindness (R)	—	—	—	—	—	—	0
9 Weber (R)	—	—	—	—	+	—	17
10 Miller (R)	—	—	—	—	—	—	0
11 Stanton (R)	—	—	—	—	+	—	17
12 Shamansky (D)	+	+	+	+	+	+	100
13 Pease (D)	+	+	+	+	+	+	100
14 Seiberling (D)	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	+	—	17
16 Regula (R)	—	—	—	—	+	—	17
17 Ashbrook (R)	—	—	—	—	NV	—	0
18 Applegate (D)	+	+	+	+	—	+	83
19 Williams (R)	—	—	—	—	NV	+	20



	Vote # 1	2	3	4	5	6	% Pro NEA
20 Oakar (D)	+	+	+	+	NV	+	100
21 Stokes (D)	+	+	+	+	+	+	100
22 Eckart (D)	+	+	+	+	+	+	100
23 Mottl (D)	—	—	+	+	—	—	33
OKLAHOMA							
1 Jones (D)	+	+	+	—	+	+	83
2 Synar (D)	+	+	+	+	+	+	100
3 Watkins (D)	+	+	+	+	+	+	100
4 McCurdy (D)	+	+	+	+	+	+	100
5 Edwards (R)	—	—	—	—	—	—	0
6 English (D)	—	+	+	—	+	+	67
OREGON							
1 AuCoin (D)	+	+	+	+	+	+	100
2 Smith (R)	—	—	—	—	—	—	0
3 Wyden (D)	+	+	+	+	+	+	100
4 Weaver (D)	+	+	+	+	+	+	100
PENNSYLVANIA							
1 Foglietta (D)	+	+	+	+	+	+	100
2 Gray (D)	+	+	+	+	+	+	100
3 Smith, Joseph (D)	○	○	○	○	+	+	100
4 Dougherty (R)	—	—	+	+	+	+	67
5 Schulze (R)	—	—	—	—	+	—	17
6 Yatron (D)	—	+	+	+	+	+	83
7 Edgar (D)	+	+	+	+	+	+	100
8 Coyne, James (R)	—	—	—	—	+	—	17
9 Shuster (R)	—	—	—	—	—	—	0
10 McDade (R)	—	—	—	—	+	+	33
11 Nelligan (R)	—	—	—	—	+	+	33
12 Murtha (D)	+	+	+	+	+	+	100
13 Coughlin (R)	—	—	—	—	+	—	17
14 Coyne, William (D)	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	+	—	17
16 Walker (R)	—	—	—	—	+	—	17
17 Ertel (D)	+	+	+	+	+	+	100
18 Walgren (D)	+	+	+	+	+	+	100
19 Goodling (R)	—	—	—	—	—	+	17
20 Gaydos (D)	+	+	+	+	+	+	100
21 Bailey (D)	+	+	+	+	+	+	100
22 Murphy (D)	+	+	+	+	+	+	100
23 Clinger (R)	—	—	—	—	—	+	17
24 Marks (R)	—	—	—	—	+	—	17
25 Atkinson (R)	—	—	+	+	+	—	50
RHODE ISLAND							
1 St Germain (D)	+	+	+	+	+	+	100
2 Schneider (R)	—	—	+	+	+	+	67
SOUTH CAROLINA							
1 Hartnett (R)	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	0
3 Derrick (D)	—	+	+	+	+	+	83
4 Campbell (R)	—	—	—	—	—	—	0
5 Holland (D)	—	+	—	—	+	+	50
6 Napier (R)	—	—	—	—	—	NV	0
SOUTH DAKOTA							
1 Daschle (D)	+	+	+	+	+	+	100
2 Roberts (R)	—	—	—	—	—	NV	0
TENNESSEE							
1 Quillen (R)	—	—	—	—	—	—	0
2 Duncan (R)	—	—	—	—	+	—	17
3 Bouquard (D)	—	+	+	—	+	+	67
4 Gore (D)	+	+	+	+	+	+	100
5 Boner (D)	+	+	+	+	+	+	100
6 Beard (R)	—	—	—	—	NV	NV	0
7 Jones (D)	—	+	+	—	+	+	67
8 Ford (D)	+	+	+	+	+	+	100
TEXAS							
1 Hall, Sam (D)	—	—	—	—	—	—	0
2 Wilson (D)	—	—	—	—	+	+	33
3 Collins (R)	—	—	—	—	—	—	0
4 Hall, Ralph (D)	—	—	+	+	—	—	33



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	Vote # 1	2	3	4	5	6	% Pro NEA
5 Mattox (D)	+	+	+	+	+	+	100
6 Gramm (D)	—	—	—	—	—	—	0
7 Archer (R)	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	0
9 Brooks (D)	+	+	+	+	NV	+	100
10 Pickle (D)	+	+	+	—	+	—	67
11 Leath (D)	—	—	—	—	—	—	0
12 Wright (D)	+	+	+	+	+	+	100
13 Hightower (D)	—	—	—	—	+	+	33
14 Patman (D)	+	+	+	+	—	+	83
15 de la Garza (D)	+	+	+	+	+	+	100
16 White (D)	—	—	—	+	+	+	50
17 Stenholm (D)	—	—	—	—	—	—	0
18 Leland (D)	+	+	+	+	+	+	100
19 Hance (D)	—	—	—	—	+	—	17
20 Gonzalez (D)	+	+	+	+	+	+	100
21 Loeffler (R)	—	—	—	—	—	—	0
22 Paul (R)	—	—	—	+	NV	—	20
23 Kazen (D)	+	+	+	+	+	+	100
24 Frost (D)	+	+	+	+	+	+	100
UTAH							
1 Hansen (R)	—	—	—	—	—	—	0
2 Marriott (R)	—	—	—	—	+	NV	20
VERMONT							
1 Jeffords (R)	—	—	—	—	—	+	17
VIRGINIA							
1 Trible (R)	—	—	—	—	—	—	0
2 Whitehurst (R)	—	—	—	—	—	—	0
3 Bliley (R)	—	—	—	—	—	—	0
4 Daniel, R. W. (R)	—	—	—	—	—	—	0
5 Daniel, Dan (D)	—	—	—	—	—	—	0
6 Butler (R)	—	—	—	—	—	—	0
7 Robinson (R)	—	—	—	—	—	—	0
8 Parris (R)	—	—	—	—	—	NV	0
9 Wampler (R)	—	—	—	—	—	+	17
10 Wolf (R)	—	—	—	—	—	—	0
WASHINGTON							
1 Pritchard (R)	—	—	—	—	NV	+	20
2 Swift (D)	+	+	+	+	+	+	100
3 Bonker (D)	+	+	+	+	NV	+	100
4 Morrison (R)	—	—	—	—	—	—	0
5 Foley (D)	+	+	+	+	+	+	100
6 Dicks (D)	+	+	+	+	+	+	100
7 Lowry (D)	+	+	+	+	+	+	100
WEST VIRGINIA							
1 Mollohan (D)	+	+	+	+	+	+	100
2 Benedict (R)	—	—	—	—	NV	—	0
3 Staton (R)	—	—	—	—	—	—	0
4 Rahall (D)	+	+	+	+	+	+	100
WISCONSIN							
1 Aspin (D)	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	100
3 Gunderson (R)	—	—	—	—	+	—	17
4 Zablocki (D)	+	+	+	+	+	+	100
5 Reuss (D)	+	+	+	+	+	+	100
6 Petri (R)	—	—	—	—	+	—	17
7 Obey (D)	+	+	+	+	+	+	100
8 Roth (R)	—	—	—	—	NV	—	0
9 Sensenbrenner (R)	—	—	—	—	+	—	17
WYOMING							
1 Cheney (R)	—	—	—	—	—	—	0

*Speaker of the House votes only to break a tie.

IRA's, the new tax law, and you

Banks, insurance companies, brokerage firms, and other financial institutions are all running advertisements tempting you to invest in an Individual Retirement Account (IRA). But before you rush to take advantage of this new opportunity, NEA Special Services suggests you investigate the total "menu" of tax-deferred investment options—especially those special ones available to you as an employee of an educational institution.

WASHINGTON, D.C.—There are several tax-favorable investments currently available, as highlighted in the table below.

Tax-Deferred Annuities
§403(b) annuities, commonly referred to as tax-deferred annuities (TDA's) or tax-sheltered annuities (TSA's), have been a popular vehicle used by teachers and other employees of public education institutions and certain nonprofit charitable organizations, usually to supplement other retirement income. The main points to remember about §403(b) TDA's are:

► They are purchased with *before-tax* dollars.
► Contributions to these TDA's may be made by you the employee, through a salary reduction agreement, or by your employer with the employer's funds.
► In either case, however, you the employee own the contract and can usually transfer it from one qualified employer to another.
► Contributions are limited, based on calculated exclusion allowance formulas set by the Internal Revenue Service. Usually the insurance company you are working with will guarantee its calculation of your exclusion allowance.
► Any withdrawal of funds is taxed as ordinary income for the tax year in which the funds are withdrawn.
► The TDA contract may permit deferral of settlement for up to 10 years beyond normal retirement age.

Individual Retirement Account
In the recent past, the Individual Retirement Account (IRA) has provided a tax-deferred vehicle only for those individuals *not* participating in a group pension plan. However, for tax years beginning January 1, 1982, and after, the Economic Recovery Act of 1981 has made the IRA available to most employed persons, including teachers and other school personnel. The main elements of an IRA are:

"I'm from TSA to help you convert your TDA to an IRA under the IRS."

► IRA's are funded with *before-tax* dollars.
► The IRA contract is owned by you the employee.
► The IRA is unaffected by a change of employers and is therefore completely portable.
► Deductible contributions must be made within the prescribed time for filing your tax return for a given year (normally the following April 15).
► For tax years beginning January 1, 1982, and after, contributions are limited to $2,000 per individual per year. If your spouse is unemployed, you may establish a spousal IRA for him or her, with the total contribution to both accounts being limited to $2,250 per year. Employed spouses may have their own IRA and contribute up to $2,000 per year. (Note: The maximum contribution to any one account, regardless of marital status, is $2,000.)
► An IRA imposes a federal tax penalty for early withdrawal. Monies withdrawn before you reach age 59½ are subject to a tax penalty of 10 percent of the premature distribution. (Excluded are withdrawals when totally disabled or as a result of death.) In addition, the funds withdrawn are subject to federal income tax as ordinary income for the tax year in which they are taken out.
► With an IRA, the annuity payments must begin by the tax year in which you reach age 70½, and certain prescribed amounts must be paid out from that point into the future. Otherwise, a 50 percent tax penalty will be assessed on the difference between the required amounts and the actual amount paid out.

Deferred Compensation
A deferred compensation plan must be established by the employer and provides a potential tax savings by delaying taxable compensation until a future date. Some states currently allow such plans for teachers and other public employees. The main features of this type of plan are:

► Deferred compensation plans are funded with *before-tax* dollars.
► The contract and assets are owned and controlled by the employer and may not be moved to another employer.
► For state and local government employees, the maximum amount that may be excluded annually is $7,500 or 25 percent of gross income, whichever is less.
► Withdrawals require approval of the employer or plan administrator and are normally permitted only upon termination, retirement, disability, death or, in some instances, financial hardship.
► While there is no federal tax penalty for withdrawal, there may be contract provision penalties.
► Withdrawals are taxed as ordinary income.

All Savers Certificates
Currently a short-term tax-savings vehicle, the "All Saver" is issued *only* by a qualified savings institution, in minimum denominations of $500. These certificates were first issued October 1, 1981, and must be issued before January 1, 1983. "All Savers" must have a maturity of one year. The other elements of the "All Saver" are:

► Certificates are purchased with *after-tax* dollars.
► All certificates must yield 70 percent of the average interest rate for the most recent auction of 52-week U.S. Treasury bills.
► Interest earned on All Savers certificates is excluded from gross income, up to a $1,000 individual lifetime limit. If you file a joint return, the lifetime exclusion is $2,000.
► If you redeem any portion of a certificate prior to maturity, you lose the exclusion for *all* interest earned through the certificate. There may be a loss of interest as an additional penalty.

Non-Tax-Deferred Annuities
► This is the ordinary type of annuity and may be purchased by anyone with *after-tax* dollars.
► The contract is owned by the employee and is not affected by any change in employment.
► There is no limit on the amount contributed.
► Withdrawn funds are partially taxable in that the percentage of the withdrawal attributable to gain is taxed as ordinary income.

Conclusion
A good §403(b) tax-deferred annuity continues to be the best program through which NEA members can accumulate supplementary retirement savings. *After* members have fully utilized their special TDA opportunities, an IRA may become an appropriate investment vehicle.

Only after *both* the TDA and IRA have been used should members consider deferred compensation plans, All Savers Certificates, or other annuity vehicles.

NEA will provide a free consumer guide on understanding and purchasing TDA's. You can get one through your state association or by writing to NEA Special Services, Teachers Services Center, 51 Monroe Street, Suite 200, Rockville, MD 20850. □

Characteristics of Tax-Favorable Investment Options

Type	Source of contributed funds	Member ownership of funds	Is the program portable?	Impact of withdrawal of funds: Penalties — Contract	Penalties — Tax	Implications
Tax-Deferred Annuity [§403(b) type]	Before–federal income tax dollars	Yes	Yes	May have contract provision penalties	No federal tax penalty	Taxed as ordinary income when withdrawn
Individual Retirement Account [IRA, §408 type]	Before–federal income tax dollars	Yes	Yes	May have contract provision penalties	10% federal tax penalty*	Taxed as ordinary income when withdrawn
Deferred Compensation [§457 type]	Before–federal income tax dollars	No*	No*	May have contract provision penalties	No federal tax penalty	Taxed as ordinary income when withdrawn
All Savers Certificate	After–federal income tax dollars*	Yes	Yes	May have contract provision penalties**	No federal tax penalty**	No tax due**
Non-Tax-Deferred Annuities	After–federal income tax dollars*	Yes	Yes	May have contract provision penalties	No federal tax penalty	Partially taxed as ordinary income

*May be a disadvantage.

**Withdrawal prior to maturity will result in loss of exclusion for all interest earned (taxed as ordinary income); and there is a loss of interest due to an additional penalty.

Arthur Flemming sees 'strong grassroots support' for desegregating schools

WASHINGTON, D.C.— *Arthur S. Flemming, 76, has held various governmental posts under Administrations dating back to Franklin D. Roosevelt's.*

He was recently catapulted into the news when President Ronald Reagan announced that he was naming a successor to take over Flemming's post as chair of the independent, bipartisan U.S. Commission on Civil Rights.

Flemming, a moderate Republican, was never asked for his resignation. The announcement came the same day the Commission released a report citing Executive Branch backsliding on support of civil rights in education.

Flemming, who retains his position until his successor is confirmed by the U.S. Senate, has become executive director of the National Coalition for Quality Integrated Education. He will be provided office space at NEA Center.

NEA: You have chaired the U.S. Commission on Civil Rights since 1974, under four Presidents. Why are you being removed now?

FLEMMING: Well, I think you have to go back and look at the history of the Commission, which has been in existence 24 years. During that time, Presidents have come into office but have not changed the composition of the Commission. We have felt that this was recognition of its independent, bipartisan nature.

When asked by the media for the reasons I was removed, the White House Press Office said that the President wanted to have some of his own appointees on the commission, and that Mr. [Clarence] Pendleton, who will be nominated to replace me, agrees with the Administration in opposing busing and affirmative action.

It's clear there's a sharp difference in the positions taken by the Commission and the Administration. One can reasonably conclude that those differences played a role. . . .

NEA: Do you agree with U.S. Attorney General William French Smith, who said recently that the federal courts have overstepped their authority in ordering busing for integration?

FLEMMING: We disagree. The federal courts have done an excellent job of interpreting and implementing the Supreme Court decision in *Brown v. Board of Education* [in which the U.S. Supreme Court struck down the concept of "separate but equal" segregated schools as unconstitutional].

In fact, in the field of education as well as other areas, we are at a very important crossroads. We're operating under reasonably good laws and very good court decisions. The question that confronts us is, can we take those laws and those court decisions and implement them in a meaningful and effective manner?

Whenever you move in the direction of implementing civil rights law and court decisions, you are bound to disturb the status quo and arouse opposition. That's the reason for anti-busing "riders" being attached to appropriations bills. We've consistently taken a position in opposition to such amendments.

NEA: The U.S. Department of Justice has also changed sides in several school desegregation and affirmative action suits. What do you believe will happen if the federal government fails to enforce laws guaranteeing equal opportunity both in education and in employment?

FLEMMING: Well, if the Executive Branch continues to follow the policy of either weakening or turning aside methods that have to be employed in order to successfully enforce these laws, very clearly it constitutes a serious setback for civil rights in this country.

Those who are the victims of discrimination will, in many instances, continue to be victims in spite of the laws and court decisions. This certainly will not contribute to respect for the way our government operates. It has the effect of replacing hope with despair in the lives of those who have been, and in many instances still are, the victims of discrimination.

The Reagan Administration's retreat on civil rights enforcement "has the effect of replacing hope with despair in the lives of those who have been—and in many instances still are—the victims of discrimination."

NEA: This Administration has been the first ever to weaken civil rights enforcement, yet there's been little public outcry. What has happened to the bipartisan consensus on civil rights?

FLEMMING: I have the feeling that the people of this nation are beginning to realize that there is a concerted effort to weaken civil rights laws. They're beginning to put together various actions that have been taken [by Congress and the Administration] in education and employment, and to realize that we're moving in a direction that could lead to another post-Reconstruction period.

NEA: As you know, NEA has long been in the forefront of the civil rights movement. What can teachers and other school employees do to help ensure equal opportunity for female and minority children?

FLEMMING: Those who are a part of the education system need to communicate to parents and others in their communities the results that are being achieved through desegregation and integration.

NEA: What consequences do you see to integration in the political arena if the Voting Rights Act is either weakened or not renewed?

FLEMMING: I personally feel that the consequences would be serious, but I think the Voting Rights Act is going to be renewed. The overwhelming vote in the House of Representatives gives real hope that the bill will pass the Senate.

NEA: As you leave the Commission, one of the responsibilities that you'll be taking on will be to serve as the executive director of the National Coalition for Quality Integrated Education, of which NEA is a member. What will the Coalition try to accomplish?

FLEMMING: I've been saying for a number of years that we have thousands of citizens who would be willing to become associated with a National Citizens Committee for Desegregation, under the Coalition's sponsorship. They would not be asked to pay dues, but would simply be asked to indicate to their congressional representatives and senators their opposition to antibusing legislation.

I've had the feeling that out in the nation there's a new constituency for the civil rights movement made up of persons who at the beginning were skeptical about desegregation, but as a result of what they have experienced have become supporters.

At this critical point, if we can get tens of thousands of people from all over the country to affiliate with such a Citizens Committee, it would transmit a grassroots message that needs to be transmitted to both the Executive and the Legislative branches of the government.

I'm delighted that the NEA is such an active member of this Coalition. NEA is giving me the chance to get out to the grassroots, to test my theory that thousands of people do support desegregation and integration. I'm delighted to respond to that kind of challenge. □

NEA Financial Report to Members

by Secretary-Treasurer Mary Hatwood Futrell

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1981 and 1980, and the related statements of General Fund activity and changes in financial position for the years then ended, and the Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1981. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the National Education Association of the United States as of August 31, 1981 and 1980, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balance for the year ended August 31, 1981, in conformity with generally accepted accounting principles applied on a consistent basis.

Arthur Andersen & Co.

Washington, D.C.,
October 23, 1981.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES BALANCE SHEETS AS OF AUGUST 31, GENERAL FUND
(Note 2)

Assets

	1981	1980
CURRENT ASSETS:		
Cash and short-term investments	$ 6,352,364	$ 1,136,430
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	299,663	866,264
Other, net of reserves for cancellations of $981,274 in 1981 and $928,268 in 1980	10,300,940	10,264,741
Notes receivable — other, current portion (Note 1)	302,500	292,500
Publication sales and advertising receivables	113,887	93,476
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1981 (Notes 1 and 3)	1,079,753	889,935
Prepaid expenses (Note 1)	413,558	3,356,424
Other assets	892,970	649,674
	19,755,635	17,549,444
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable — dues, long-term portion (Note 3)	145,003	404,760
Notes receivable — other, long-term portion (Note 1)	—	302,500
Property under capital leases, net of accumulated amortization of $435,284 in 1981 (Note 1)	2,442,086	—
Equipment, less accumulated depreciation of $256,369 in 1981 and $156,775 in 1980	301,142	311,805
	2,898,701	1,029,535
Total General Fund assets	$22,654,336	$18,578,979

Liabilities and Fund Balances

	1981	1980
CURRENT LIABILITIES:		
Installment notes payable	$ 40,426	$ 37,108
Accounts payable and accrued liabilities	2,004,912	2,535,132
Accrued fringe benefits	2,439,688	2,489,997
Amount due to state and local affiliates under indemnification agreements (Note 4)	—	72,934
Amount due to special purpose funds (Note 2)	3,201,591	995,570
Amount due to capital improvement fund (Note 2)	—	51,814
Amount held for affiliates and other organizations (Note 1)	168,727	181,209
Obligations under capital leases (Note 1)	550,259	—
	8,405,603	6,363,764
LONG-TERM LIABILITIES:		
Installment notes payable	11,380	51,806
Accrued severance pay	1,729,853	1,449,879
Obligations under capital leases (Note 1)	1,891,827	—
Deferred interest payable (Note 1)	93,903	—
	3,726,963	1,501,685
Total liabilities	12,132,566	7,865,449
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
FUND BALANCE:		
Beginning of year	10,713,530	8,711,203
Excess (deficit) of income over expenses	(191,760)	2,002,327
End of year	10,521,770	10,713,530
Total General Fund liabilities and fund balance	$22,654,336	$18,578,979

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1981 Budget	1981 Actual	1980 Actual
INCOME:			
Membership dues (net of indemnification agreement allowances of $250,000 in 1980)	$69,550,000	$66,746,470	$63,454,468
Advertising	625,000	728,058	959,862
Interest and investment income	125,000	1,074,156	909,123
Fees and services, principally from affiliates and other organizations	700,000	858,126	879,444
Miscellaneous	—	167,124	124,260
	71,000,000	69,573,934	66,327,157
EXPENSES BY AREA (Note 1):			
Affiliate Services	28,027,275	27,758,167	25,948,516
Communications	7,980,742	7,677,646	6,732,119
Government Relations	1,818,542	1,705,606	2,743,819
Political Affairs	660,300	600,220	1,008,812
Instruction and Professional Development	2,247,498	2,107,795	1,766,256
Research	3,654,269	3,277,865	2,676,340
Teacher Rights	1,972,990	1,836,180	1,784,168
Administration	6,029,577	6,052,722	4,889,480
Legal Services	5,883,030	7,004,909	6,935,611
Business and Finance	3,162,102	3,825,797	3,432,679
Data Processing	3,148,016	3,421,016	2,095,535
Governance	4,415,659	4,497,771	4,311,495
	69,000,000	69,765,694	64,324,830
EXCESS (DEFICIT) OF INCOME OVER EXPENSES	$ 2,000,000	$ (191,760)	$ 2,002,327

The accompanying notes are an integral part of these statements.

SCHEDULE OF EXPENSES BY TYPE

	1981	1980
SALARIES AND BENEFITS (Note 7)	$22,037,267	$19,441,209
GRANTS TO AND JOINT PROJECTS WITH STATE AND LOCAL ASSOCIATIONS	18,454,300	16,890,693
TRAVEL	7,655,060	6,921,761
PUBLICATION COSTS	3,545,353	3,644,846
OUTSIDE SERVICES (including consultants, printing, legal and audit)	7,398,859	7,966,571
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,398,099	2,245,087
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	1,723,309	1,124,713
GRANTS TO AFFILIATE (Note 5)	5,049,067	4,701,890
MACHINERY RENTALS, REPAIRS, MATERIALS AND SUPPLIES	1,504,380	1,388,060
	$69,765,694	$64,324,830

The accompanying notes are an integral part of these statements.

STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31, GENERAL FUND

	1981	1980
SOURCES OF CASH:		
From operations—		
Excess (deficit) of income over expenses	$ (191,760)	$ 2,002,327
Depreciation and amortization expense	534,878	70,779
Decrease (increase) in—		
Receivables	310,173	(1,272,946)
Prepaid expenses	2,942,866	(3,002,797)
Increase (decrease) in—		
Current payables	1,491,580	1,156,927
Accrued severance pay	279,974	255,755
Cash provided (used) by operations	5,367,711	(789,955)
Other sources of cash—		
Proceeds from notes payable under line of credit	7,400,000	5,700,000
Proceeds from collection of notes receivable	562,257	1,136,343
Increase in obligations under capital leases	2,442,086	—
Increase in deferred interest payable	93,903	—
Total sources of cash	15,865,957	6,046,388
USES OF CASH:		
Payment of notes payable	7,400,000	5,700,000
Purchase of equipment	88,931	219,192
Payment of installment note	40,426	37,108
Increase of other assets	243,296	219,943
Acquisition of property under capital leases	2,877,370	—
Total uses of cash	10,650,023	6,176,243
NET INCREASE (DECREASE) IN CASH	5,215,934	(129,855)
CASH, beginning of year	1,136,430	1,266,285
CASH, end of year	$ 6,352,364	$ 1,136,430

The accompanying notes are an integral part of these statements.

BALANCE SHEETS AS OF AUGUST 31, CAPITAL IMPROVEMENT FUND
(Note 2)

Assets

	1981	1980
CASH	$ 805	$ 770
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $4,853,934 in 1981 and $4,616,370 in 1980	7,043,864	7,229,614
AMOUNT DUE FROM GENERAL FUND	—	51,814
Total Capital Improvement Fund assets	$ 8,798,446	$ 9,035,975

Liabilities and Fund Balances

	1981	1980
FUND BALANCE, beginning of year	$ 9,035,975	$ 9,253,765
INTEREST INCOME	35	16,533
DEPRECIATION (Note 1)	(237,564)	(234,323)
Total Capital Improvement Fund balance	$ 8,798,446	$ 9,035,975

The accompanying notes are an integral part of these balance sheets.

BALANCE SHEETS—AUGUST 31, SPECIAL PURPOSE FUNDS
(Note 2)

ASSETS

	1981	1980
CASH	$ 239,467	$ 151,732
ACCOUNTS RECEIVABLE	463,985	483,368
PREPAID EXPENSES	18,153	39,891
LEASEHOLD IMPROVEMENTS	186,091	—
INVESTMENT SECURITIES, at cost, which approximates market	203,794	160,000
AMOUNT DUE FROM GENERAL FUND	3,201,591	995,570
Total assets	$4,313,081	$1,830,561

LIABILITIES AND FUND BALANCES

	1981	1980
LIABILITIES:		
Accounts payable and accrued liabilities	$2,679,716	$ 714,156
FUND BALANCES, beginning of year	1,116,405	755,874
Excess of income over expenses	516,960	360,531
FUND BALANCES, end of year	1,633,365	1,116,405
Total liabilities and fund balances	$4,313,081	$1,830,561

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 1981—SPECIAL PURPOSE FUNDS
(Note 2)

	Balances August 31, 1980	Income: Association	Income: Other	Expenses	Balances August 31, 1981
UniServ	$ 487,507	$13,113,356	$ —	$12,862,218	$ 738,645
NEA ERA Ratification Fund	4,497	—	139,612	100,393	43,716
Teacher Retirement Project	127,488	—	—	126,239	1,249
Teacher Exchange Project	37,039	—	—	37,039	—
Educational Technology Contracts and Grants	19,344	—	19,423	18,507	20,260
National Teachers Assistance Fund Grant (Note 8)	146,399	200,000	—	115,000	231,399
USOE Ethnic Studies Grant	737	—	—	437	300
DuShane Fund (Note 5)	—	5,219,285	45,823	5,265,108	—
William G. Carr Scholarship Award	59,470	—	3,530	4,473	58,527
NAACP Assistance	45,993	—	—	—	45,993
Hilda Maehling Fellowship Fund	136,731	10,000	35,940	14,858	167,813
Reserve for Retirement Benefits	225,861	—	—	15,149	210,712
Special Services and Educational Travel Trust Funds	(174,661)	—	4,508,859	4,219,447	114,751
	$1,116,405	$18,542,641	$4,753,187	$22,778,868	$1,633,365

The accompanying notes are an integral part of these balance sheets.

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1981 AND 1980

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The National Education Association of the United States (the "Association") is a nonprofit corporation incorporated under a special Act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1981 and 1980, the Association incurred a loss from these unrelated business activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates, and Other Organizations
The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations, which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by or due to the Association as custodian.

General Fund Budget
The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the Statement of General Fund Activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Effective September 1, 1980, the Association changed its budgeting and reporting method for expenses. Program areas were reorganized from goal areas to administrative areas. Accordingly, expenses for the year ended August 31, 1980, have been restated to be comparable with the current year.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms, which allow for the payment of life memberships in equal installments over a period of ten years.

For the years ended August 31, 1981 and 1980, total life membership receipts were approximately $350,000 and $736,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1981 and 1980, the aggregate outstanding receivable balances from life membership were approximately $325,000 and $675,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Property, Equipment, and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. The depreciation recorded on the building was $237,564 in 1981 and $234,323 in 1980. The Association also capitalizes assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and depreciates these assets using the straight-line method over the estimated useful life of the assets. Accordingly, depreciation on equipment was recorded in 1981 in the amount of $99,594 and in 1980 in the amount of $70,799.

Investment in Nonoperating Land and Improvements
In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981, and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in 1979 in the amount of $225,380, which was recorded in the Statement of General Fund Activity.

Leases
Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1981, are as follows.

	Capital Leases	Operating Leases
1982	$ 594,555	$321,870
1983	635,995	231,624
1984	719,143	151,872
1985	669,907	7,065
1986	394,090	—
Thereafter	89,700	—
Total obligation	3,103,390	$712,431
Less—Amount representing interest	661,304	
Present value of net obligation	2,442,086	
Less—Current portion	550,259	
Long-term obligation at August 31, 1981	$1,891,827	

Prepaid Expenses
Prior to September 1980, the Association disbursed the first quarterly UniServ grants for fiscal 1981 of approximately $3,300,000. These grants are reflected in the accompanying General Fund Balance Sheet as prepaid expenses as of August 31, 1980, and were charged against the 1981 budget. Fiscal 1982 UniServ disbursements were not prepaid as of August 31, 1981.

(2) COMPOSITION OF FUNDS

General Fund
The Bylaws of the Association provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, and the administration of various services such as annuity and insurance plans for members. These Funds also include the activity of Teachers Services Corporation, an organization providing marketing and promotional services to the Association.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues not paid by certain state associations is represented by interest-bearing and noninterest-bearing notes, which are payable to the Association in varying amounts through 1983. Noninterest-bearing notes are recorded at their discounted present value. The resultant discount is recorded currently as expense and subsequently accrued as interest income over the life of the note. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1981 and 1980.

Dues Year Covered	1981 Current	1981 Long-Term	1980 Current	1980 Long-Term
1972 and prior	$103,378	$ —	$ 39,883	$ 63,495
1975	—	—	50,000	—
1976	—	—	580,070	—
1978	2,953	—	2,979	2,929
1979	193,332	145,003	193,332	338,336
1980 and 1981	—	—	—	—
	$299,663	$145,003	$866,264	$404,760

In 1976, the New York State United Teachers ("NYSUT") terminated its affiliation with the Association. The Association thereafter instituted a lawsuit seeking from NYSUT certain payments, stemming primarily from NYSUT's obligation to transmit dues from Association members in New York and from the merger agreement between the Association and the American Federation of Teachers, which originally created NYSUT. Pursuant to an agreement dated April 25, 1979, the lawsuit was settled, and NYSUT agreed to pay the Association $2,300,000 in three installments: $1,000,000 on or before September 1, 1979; $650,000 on or before September 1, 1980 (amounts received before August 31, 1980); and $650,000 on or before September 1, 1981. The final payment was received prior to September 1, 1981.

(4) AMOUNT DUE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period of up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DUSHANE FUND

The DuShane Fund (the "Fund") was established by the Representative Assembly to protect the human, civil, and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters relating to their employment. The Fund also provides short-term loans to teachers and state associations. The loans outstanding totaled $1,122,810 in 1981 and $1,344,175 in 1980. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1981 and 1980, $45,823 and $47,000, respectively, was collected and recorded as income in the accompanying financial statements. Subsequent to August 31, 1981, this loan program was discontinued.

(6) BANK LINE OF CREDIT

The Association has an $8,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the years ended August 31, 1981 and 1980, was $7,400,000 and $5,700,000, respectively. Interest expense for 1981 and 1980 was $240,000 and $57,000, respectively.

In October 1979, the Association guaranteed a loan from a commercial bank to a state affiliate in the amount of $2,000,000. The loan is secured by a recorded deed of trust to the bank on the state affiliate's headquarters building. On August 31, 1981 and 1980, the amounts outstanding were $739,000 and $1,949,000, respectively.

(7) RETIREMENT PLAN

The Association participates in a multiemployer contributory defined-benefit retirement plan which covers substantially all permanent employees. Approximately 75% of the employees covered are employed by the Association; the remaining 25% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. The Association's retirement plan expense for the years ended August 31, 1981 and 1980, was approximately $1,795,000 and $1,798,000, respectively. The accumulated plan benefits and plan net assets available for benefits, as of the date of the latest actuarial review, are presented below.

	January 1, 1981	January 1, 1980
Actuarial present value of accumulated benefits:		
Vested	$19,994,377	$18,603,876
Nonvested	1,795,097	1,661,424
	$21,789,474	$20,265,300
Net assets available for benefits	$39,496,771	$32,755,765

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $29,244,975 as of January 1, 1981.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1981 and 1980. The latest actuarial report stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.
The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of NTAF and also by the Association's letter of credit in the amount of $1,795,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1981, the Association is contingently liable for $950,000 of the $1,900,000 loans guaranteed by NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

Other
The Association has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on the Association.

TV/RADIO TIPS

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

An Innocent Love—*CBS-TV, Wednesday, January 13, 9-11 p.m. ET.* Touching new made-for-TV movie about the emotional development of a 14-year-old math genius who gradually learns to take chances in realms other than the purely intellectual.

Brideshead Revisited—*PBS, Mondays beginning January 18, 8-9 p.m. ET.* Based on Evelyn Waugh's best-selling novel, this 13-part series follows the decline of the aristocratic Marchmain family from the early 1920's to 1944. Starring Lord Laurence Olivier and Claire Bloom as Lord and Lady Marchmain; all-star cast also includes Sir John Gielgud, Mona Washbourne, Jeremy Irons, and Anthony Andrews. Due to mature themes, this series is recommended specifically for use in high school and college courses.

La Boheme—*PBS, Wednesday, January 20, 8-10:30 ET.* 'Live from the Met' presents Franco Zeffirelli's production of Puccini's classic love story. With English subtitles; simulcast in stereo in many cities.

Horizons—*National Public Radio, weekly; check local station schedules for airtimes.* Each "Horizons" broadcast during February (Afro-American History Month) will be devoted to an examination of black culture. NPR will also air four weekly one-hour specials in February, spotlighting black worship services, the work of ethnographer John Gwaltney, the poems and stories of Maya Angelou and other black writers, and the jazz trumpet of Clifford Brown. *Check local listings for dates and times.*

Botanic Man—*CBS Cable, Thursdays, 8-8:30 p.m. and 11-11:30 p.m. ET, repeated Fridays, 5-5:30 p.m. ET.* Weekly series on evolution, featuring botanist David Bellamy.

Children's Radio Theatre—*National Public Radio, weekly, beginning in January (check local listings for dates and times).* New series of 13 original radio dramas for children, ranging from sprightly adaptations of classic folk tales through humorous musical revues to serious treatments of engaging social topics.

Anthony Andrews stars in "Ivanhoe," upcoming CBS-TV Library of Congress "Read More About It" special to be aired in late February.

One of a Kind—*weekly, syndicated in many states (check local TV listings for station and airtime).* Half-hour children's shows created by former teacher and NEA member Myrliss Hershey of Kansas. Series emphasizes self-concept, nutrition, exercise, and problems many children share. An excellent teacher's guide is available from "One of a Kind," Educational Service Institute, 434 N. Oliver Street, Wichita, KS 67208.

Short Stories, Tall Tales—*CBS-TV, Tuesday, February 2, 4:30-5:30 p.m. ET.* 'CBS Library' series presents an anthology of American short stories, "hosted" by Washington Irving. Featuring "The Chaparral Prince" by O'Henry, "Antaeus" by Borden Deal, and "The Invisible Boy" by Ray Bradbury.

The Hunchback of Notre Dame—*CBS-TV, Thursday, February 4, 9-11 p.m. ET.* 'Hallmark Hall of Fame' presents an adaptation of the classic Victor Hugo novel. Starring Anthony Hopkins, Sir John Gielgud, and Lesley-Ann Down.

Ivanhoe—*CBS-TV, an evening in February, 8-11 p.m. ET.* Special adaptation of the classic Sir Walter Scott tale about a young 12th century Saxon knight who seeks to right the wrongs of his times and becomes embroiled in a series of suspenseful adventures. A Library of Congress "Read More About It" special starring Anthony Andrews, James Mason, and Olivia Hussey. ☐

IN BRIEF

NEA offers help with your taxes

WASHINGTON, D.C.—Are you confused about the recent changes in the tax law? Need advice about which of your job-related expenses are deductible?

Look no further than NEA's new 1982 *Federal Income Tax Guide.* This 168-page handbook is directed at the special tax situations faced by teachers and other school employees. Written in a highly readable style, it includes filled-out examples of the various tax forms.

To get your copy, send $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Please specify stock no. 1386-7-OD and include payment with your order. NEA pays the postage. ☐

'I Love Liberty' student contest opens

WASHINGTON, D.C.—"People for the American Way," the new nonpartisan, nonprofit organization working to protect all Americans' First Amendment rights, is sponsoring a national contest to encourage K-12 students to understand and appreciate the concepts of liberty, freedom, and justice.

Entries—in the form of art, music, or writing—will be judged for their creative expression of the "I Love Liberty" theme and for their ability to inspire Americans to think about the liberties they cherish.

There will be nine winners in each state and nine national winners. Each national winner will receive a $500 savings bond.

A colorful classroom poster with a teacher's guide for the contest printed on the back is available free from People for the American Way, 1015 18th Street, N.W., Washington, DC 20036.

Entries must be postmarked by April 15 and must indicate name(s) of student(s), name of teacher (please indicate if you are an NEA member), grade level, name and address of school, phone number, and whether the entry is from an individual, small group, or entire class.

Mail to: 'I Love Liberty' Contest, P.O. Box 2219, Grand Central Station, New York, NY 10163. ☐

Attention, retirees

WASHINGTON, D.C.—Since September 1981, NEA has been mailing a special edition of this newspaper to retired members.

If you are retired but have received this "general" edition of the *NEA Reporter*, it means we don't have you properly coded in our computer, and we'd like to correct the situation.

Please help us by taping your mailing label from this issue onto a sheet of paper or a postcard with a brief note stating that you should be receiving the "retired" edition. Mail the note or card to Penny Grayson, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Thanks! ☐

NEA looking for volunteer readers

WASHINGTON, D.C.—NEA is committed to developing outstanding professional materials for its members. There are over 500 books and audiovisual items now available for purchase through the NEA Professional Library, with about 50 additional publications issued each year.

Topics include discipline, motivation, sex role stereotyping, values, classroom research, multiethnic education, education of gifted and handicapped students, and many more.

To help ensure that all new NEA materials are as current and useful as possible, NEA members are urged to volunteer as manuscript readers. Such readers are identified in the printed publication as members of the Advisory Panel.

To volunteer, send your name and address to Gordon Felton, NEA Professional Library, 1201 Sixteenth Street, N.W., Washington, DC 20036. If you teach other than elementary, please indicate grade level and subject area. ☐

Nominations sought for NEA Applegate Award

WASHINGTON, D.C.—NEA's Committee on International Relations will accept nominations for the 1982 Irvamae Applegate International Understanding Award until April 23.

The award is presented each summer during the NEA annual meeting to a teacher who has furthered international understanding through outstanding leadership, actions, and support. Nominees need not be American citizens, but they should reflect the philosophy and principles of the NEA's international relations program.

The Applegate award is named for a former NEA president and leader of the World Confederation of Organizations of the Teaching Profession.

Individual NEA members, as well as local and state affiliates, may make nominations. Nominating forms are available from NEA regional offices, from members of the NEA Board of Directors and Executive Committee, and from the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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- BEST OF BRITAIN. TWO WEEKS $499
  From the pomp & pageantry of Edinburgh to the monolithic Stonehenge
- IRELAND & BRITAIN. TWO WEEKS $599
  Full of blarney & Scottish highlands
- LONDON SHOW TOUR. ONE WEEK $189
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DEPARTURE DATES: June 19† July 4, 11, 18, 25, August 1, 8, 15, 22, 29, September 4†

† **NOTE:** $599.00 plus 15% for service & taxes apply to departures on June 19th & September 4th. For all other departure dates please add $79.00 peak season surchage.

FOR SUPERIOR HOTELS PLEASE ADD $90.00 PER PERSON AND FOR SPECIAL CATEGORY HOTELS SUCH AS THE HILTON IN SAN FRANCISCO PLEASE ADD $130.00 PER PERSON TO THE ABOVE RATES.

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DEPARTURE DATES: June 24†,28, July 5, 19, August 2, 16, 19, September 7†

† **NOTE:** $999.00 plus 15% for service & taxes apply to departures on June 24th & September 7th. For all other departure dates please add $100.00 peak season surchage.

London Holiday Tour. Two Weeks $865.00
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TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights of hotel accommodation in a first class hotel in twin bedded rooms with private bath or shower; continental breakfast daily; half day panoramic sightseeing of London; hotel service charges and taxes; tips to porters for handling one suitcase per person at the airport and the hotel.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

London/Paris/Amsterdam. Two Weeks $955.00
plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service from New York to Amsterdam and from London to New York; transfers and baggage handling between airports and hotels; 13 nights hotel accommodation based on double occupancy in tourist class hotels in twin bedded rooms with private bath or shower—6 nights in London, 3 nights in Amsterdam and 4 nights in Paris; continental breakfast daily; ground transportation by private coach; services of a local host in each city; canal cruise in Amsterdam; half day panoramic sightseeing of Paris; sightseeing of Versailles and Fountainbleau; half day panoramic sightseeing of London; Full day English countryside tour; hotel service charges and taxes; tips to porters for handling one suitcase per person at hotels and channel crossings; Hovercraft fare; and entrance fees to included sightseeing.

NOTE: For $100.00 more per person you can have first class hotels.

DEPARTURE DATES: June 28, July 5, 12, 19, 26, August 2, 9, 16, 23, September 6, 13, 20

England/Scotland/Wales. Two Weeks $955.00
plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights accommodation based on double occupancy in first class hotels in twin bedded rooms with private bath or shower—4 nights in London, 1 night in Stratford, 1 night in Llangollen, 1 night in Carlisle, 2 nights in Edinburgh, 1 night in Bingly, 1 night in Nottingham, 2 nights in Brighton; continental breakfast everyday; panoramic sightseeing of London; excursion to Windsor; ground transportation by private motorcoach; services of a tour escort on the cross country through Britain; hotel service charges and taxes; tips to porters for handling one suitcase per person at the hotels; and entrance fees to included sightseeing.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

Please add 15% for service and taxes to all prices shown. Prices are per person based on double occupancy with departures from New York. Other departure cities are available at applicable add-on fares. These tour rates are based on air and other costs prevailing at the time this material was prepared; rising fuel and other costs can result in increases in airfares and other costs—which would increase tour prices. Your deposit of $100.00 per person will reserve space on a tour of your choice, until the brochure is sent to you. At that time you can send us the official application form and return it to us, or cancel your reservation and receive a full refund. As these tours were very popular last summer, reservations shall be accepted on a 'first come, first served' basis, subject to availability. So please hurry!

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Other exciting tour itineraries are available and are detailed in the 1982 tour brochure. All tour prices are exclusive of air fare to Europe; we will arrange at time of booking direct, low cost R/T flights to Europe from the U.S. via Pan Am, from as low as $399-NYC; $399-Boston; $619-Chicago; $549-Detroit; $578-Los Angeles; $439-Miami; $516-Washington; $619-Seattle; $620-Atlanta; $650-Houston; and $629-San Francisco. Your deposit of $200 per person will reserve space on a tour (if available), until the official tour brochure is sent to you. At that time, you can either sign the official tour contract and return it to us, or cancel your reservation and receive a full refund.

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Directions:

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It has become necessary to discontinue the WATS Line service for 1982 due to excessive costs. The savings will be passed on to you in lower cost tours.

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8 days/7 nights: Hawaii and Maui, Kona, Hilo from $599, departing New York; 14 days/13 nights is an additional $349

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There are a variety of departure dates and prices offered from other cities. Add 15% tax and service to the above prices on all programs.

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Middle East - Africa: Israel, Egypt, Morocco, Kenya

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South — Central America: Guatemala, Brazil, Argentina, Peru, Chile, Galapagos, Ecquador, Colombia, Bolivia.

Hawaii — Mexico — Alaska — Canada: Oahu, Maui, Hawaii, Kauai, Acapulco, Puerta Vallarta, Canadian Provinces.

Low Cost Package Tours: California and West Coast, Hong Kong, Europe, Scandinavia, Bermuda (Mostly charter tours)

Air-Only Charters: Various departure cities from West Coast, East Coast, and Mid America to Europe.

Railway Passes: Special NEA discounts on rail passes - Eurail, Britrail

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15	$29,534	$ 61,977	$ 47,555	$ 99,924
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25	$61,746	$239,335	$ 99,240	$385,515
30	$83,257	$451,143	$133,754	$726,581

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[1]The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2]The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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TEACHER COMPETENCY TESTING

As one state after another hops onto the latest educational bandwagon, NEA suggests alternatives that could bring *real* reform to teacher preparation.

Feature begins on page 4.

ALSO IN THIS ISSUE

January 17: a National Day of Conscience for Public Education 3

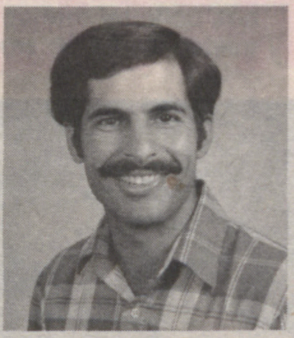
NEA 'report card' shows how 97th Congress has voted on key issues 7

Attention, school support members: See page 10

After six years of excellent and uncompromising service to my district, I made a mistake in judgment by misappropriating school-related property valued at $275. This resulted in a suspension without pay for the current semester. I accepted this rather than face the alternative of a dismissal. My "scarecrow" was born out of the hurt and anger I felt and still feel—hurt, because I had let myself, my school, my family and friends down; anger, because of the severity of the board's response.

YOUR TURN

Scarecrow: a field study



Rich Bellante taught social studies and served as student activities director at San Clemente (Calif.) High School. As a member of the Capistrano Unified Education Association, he has been represented by an attorney financed by NEA and the California Teachers Association through the Unified Legal Services Program.

Once, not long ago, a scarecrow stood resolutely in a field of tall corn. He had a job to do, and he was committed to doing the very best he could.

The scarecrow had been well taught. He appreciated his role and the opportunity to contribute to the young corn's development. He was only too familiar with the ever present dangers that could devastate an entire field. One had to keep alert and have his wits about him to ward off the birds that might prey on the young kernels.

Something curious and wonderful had been happening to the scarecrow, and he was somewhat embarrassed about it. It seems that a number of the young corn stalks had taken a liking to him. Many of the stalks talked with him and shared their dreams with him. He didn't have the heart to tell them of their bleak futures, but instead encouraged their dreams and ideals.

The scarecrow felt he had to make an important decision. Should he get involved and reach out to these young plants? Would the investment of his time with the plants detract from the excellent service he provided in their protection? Was there danger in his becoming too close to the plants, making it a very difficult parting at harvest time?

As he pondered, he realized that the alternative to investing time with the young plants was to remain aloof and rigidly adhere to his watchman-like duties. He decided he would get involved with the young stalks while being sure to maintain his responsibilities as before.

The days rolled by, and the scarecrow found that he was learning from his stalks, as they were from him. It seemed as though "his" field was several inches taller and several shades greener than the nearby fields.

While the security of the field was still good, every so often a flock of birds descended upon the young stalks and nibbled at ripening ears of corn. The scarecrow worried that he might be losing his effectiveness but was quickly reassured by the young stalks that he was fine and that those birds must just be overly aggressive. He was satisfied with this explanation, and life went on much as before.

One day a truck appeared at the edge of the field, and out hopped Farmer John and his son, Peter. Farmer John gazed over the field, and the scarecrow could see him pointing to ears that had been eaten by birds. Alarmed, the scarecrow gestured wildly to show all of the tall green stalks with their plump ears of corn; but alas, Farmer John had turned and retraced his steps to the truck.

He returned carrying a ladder and some type of windmill device. Ever so quickly the ladder was set against the pole that served as the scarecrow's support. Farmer John climbed up and began to tear the stuffing from the scarecrow's shirt. Quickly and methodically he worked, until there remained only limp rags where once had been a proud scarecrow.

Watching in dismay, the young corn plants were quiet—their capacity for protest blunted by the overwhelming power of the act they had just observed.

The scarecrow was taken down unceremoniously from his pole and tossed into the bed of the truck. He was able to see Farmer John place the windmill device atop the pole, and almost immediately a whirring and clacking noise was heard as the windmill spun crazily around. There was a look of satisfaction on Farmer John's face as he turned and trudged to the truck.

Hurt and sick inside, the scarecrow wondered about his future on the long ride back to the farmhouse. Would he simply be discarded, flung into the trash like some worthless object? If reprieved, would he ever have the chance to go back to the fields and be with the young corn plants again?

Surely an appeal could be made; someone would certainly acknowledge his years of excellent service. He did know that he was still a good scarecrow, a scarecrow that had feelings and cared deeply about the things around him.

But he did not know if anyone outside of himself and possibly a few of the corn plants in "his" field really cared, and that's what bothered him. It distressed him to understand that the price one paid for a lapse of responsibility could be so dear and long-lasting. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

School lunch

The *NEA Reporter* doesn't speak much truth but in your November school lunch feature I really found some. It said, "The U.S. has grown to depend on this locally administered national program to nourish its young people." Now that is definitely true and what a sad omen of our present attitude. An indication of the violent illness of government dependence.

Paul Steinfeldt
West Jordan, Utah

The Association berates the Reagan administration for modifying the school lunch program. It says that . . . the program is needed because parents don't prepare breakfasts or lunches for their kids and . . . don't know how to feed them the right foods.

The underlying assumption . . . is that it is the schools' responsibility to do what parents won't.

Isn't it time that educators started telling the public that they can't do all the things parents don't want to be bothered with anymore? Isn't it time for the NEA to spend some of our dues on telling parents why they should read to their kids, rather than on electing politicians who equate spending more money with better education?

Stephen L. Slakey
Glendora, California

I feel almost all teachers support free lunches for the truly needy students. I doubt that they believe in subsidizing some 14,850,000 meals . . . per year for people who should be paying their own way.

Jack Carnahan
Hobbs, New Mexico

Budget cuts

President Reagan, through certain budget cuts, is trying to restore the proper role of the federal government and also give taxpayers a better return on their tax dollars. It is grossly inefficient and wasteful to pay taxes to the federal government and receive only a percentage of the money in return.

Programs need not be terminated; they just need to be picked up by the states. By keeping the money in the state of origin, the waste and mismanagement so prevalent at the federal level could be avoided.

Most of the federal do-good programs were started by federal politicians to capture voting blocks. It's time to cease this glorified vote buying.

Marty Serbick
Berwyn, Illinois

How can Mrs. George Watkins [LETTERS, November issue] possibly support "all" of the President's cuts? Who does she think she's kidding?

I am trying to support my wife and nine children on a teacher's pay. The President's program has given me a $20 tax break this year and stripped my family of $432 of school lunch benefits.

Thank you, NEA, for your stand. You *do* speak for most teachers.

Sheldon E. Leonard
Mount Union, Pennsylvania

NEA policies

NEA as a group should not meddle in the affairs of Social Security or other policies not directly affecting education. Title IX is like a Halloween bag that contains a few pieces of poisoned candy. NEA-PAC should be dismantled. ERA should be abandoned. The list goes on.

For the few benefits to this country that come as a result of NEA efforts, there is a myriad of ills we have to swallow, including the pig in a poke, collective bargaining.

Ves Lewis
Fremont, California

Last names only

If many . . . teachers write as well as Juliet L. Simpson ("A Teacher's Answer to Public School Critics" in your November issue), public education is in good hands indeed. Her article is cogent, courageous, and perceptive. . . .

It's too bad that in the identifying note at the end of the article, the editors of the *NEA Reporter* have succumbed to the execrable practice of referring to people only by their last names. The editors say, "A past president of the Fairfax Teachers Association, Simpson served as. . . ."

Juliet is not a block of wood, to be disregarded as totally unimportant and discarded. The person who uses a last name only is arrogant and unfeeling. Why didn't you say "Miss Simpson" or "Mrs. Simpson" or even the abominable "Ms." (a sound made by a jaded bee)? If you don't know whether Juliet is married, why didn't you say "Juliet Simpson," as you did in the first sentence of the note?

Richard F. Gregory
Pittsburgh, Pennsylvania

Editor's note: We follow accepted newspaper practice in referring to people by their last name after the first mention. This nonsexist usage saves space and avoids the necessity of determining an individual's marital status—a detail which, while interesting, is—or should be—irrelevant to a member's professional life.

NEA REPORTER

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe Di Dio**; page 2 **Dave Anderson**; page 3 **Don Murphy**; page 5 (top) **Jack Dryden**, (bottom) **Rich Nelson**; page 6 **Joe Di Dio**; page 10 **Gordon Jackson**; page 11 **Mary Ann Pierce**; page 13 **CBS-TV.**
Contributing writers: page 3 (lower left) **Barbara Lawless**; pages 4-5 **Marian Clayton**; page 6 **Dave Foerster**; page 10 (top) **Barbara Lawless**, (bottom) **Marian Clayton**; page 11 **Barbara Lawless**; page 13 (top) **Bernadette Longford-Williams** and **Karen Jaffe.**

Day of Conscience kicks off 1982 NEA campaign to build support for public education

WASHINGTON, D.C.—What are *you* doing Sunday, January 17, to observe the National Day of Conscience for Public Education?

The Day, called for by delegates to last summer's NEA Representative Assembly, has attracted broad media attention, as well as participation by many other national groups that share the commitment to preserving and defending the public schools.

You can take part in the observance by—

▶ Supporting whatever project your local or state Association has planned.

▶ Phoning a radio talk show and voicing public education's need for public support.

▶ Taking time to talk with your neighbors, friends, club, church group, and any community opinion leaders with whom you have personal contact. Find out what they think about the public schools, and suggest things they could do to help make schools better.

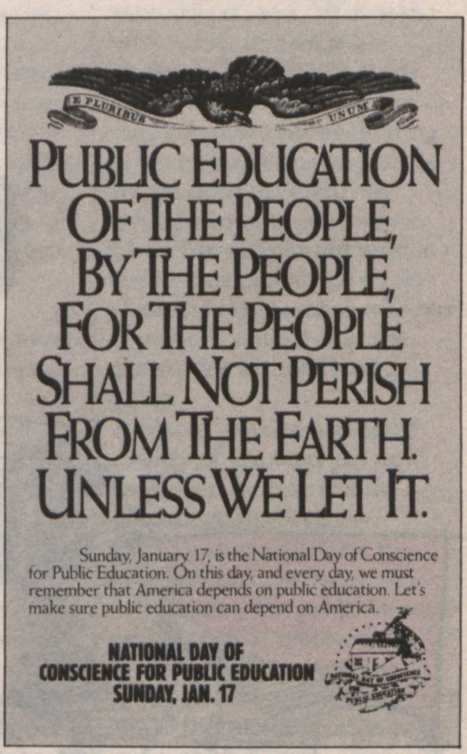
January 17 will also serve as the launching date for a three-pronged NEA campaign that will continue all year. The focus will be on improving public education, defending America's tradition of strong public and federal support for public schools, and backing friends and supporters of public education in the November elections.

NEA instruction and professional development programs designed to help members make public education better will be receiving renewed emphasis. These include local action plans for assessing and improving school programs, a series of regional IPD workshops, and the cadre training effort through which hundreds of NEA members across the country are being trained to help their colleagues sharpen their skills in various areas.

Meanwhile, NEA's federal legislative program faces a critical winter and spring. The Administration's efforts to cut in half and eventually eliminate federal support for public education represent a radical assault on America's tradition of tuition-free, universal public education.

This attack takes several forms, including massive cuts in aid and attempts to eliminate important categorical programs, dismantle the Education Department, and create tuition tax credits, vouchers, or both to siphon off public funds for private and parochial schools.

In this critical election year, of course, political action must run hand in glove with lobbying efforts. NEA will be urging members to contribute to NEA-PAC, which desperately needs funds to help congressional candidates who support public education. In the months ahead, NEA will also be encouraging members to participate actively in the party of their choice and to champion the cause of public education within the local and state party structures. ☐



NEA distributed five National Day of Conscience ads to state associations for placing in newspapers. One of them appears above.

In U.S. v. Texas

NEA seeks bilingual ed improvements

TYLER, TEXAS—NEA has filed a friend-of-the-court brief in a Texas lawsuit seeking better education for Chicano children.

Together with the U.S. Department of Justice, the League of United Latin American Citizens (LULAC), and the G.I. Forum, NEA is asking the Fifth U.S. Circuit Court of Appeals to uphold a federal district court decision here ordering a comprehensive bilingual education program for Chicano students, K through 12, who have limited English skills.

The district court found Texas' existing K-3 bilingual program (since expanded to K-6) ineffective and mandated the state to redress earlier discrimination against Chicanos.

Texas supported separate "Mexican schools" until 1948 and prohibited the use of Spanish on public school grounds until 1968. As late as 1970, a Chicano teacher was indicted for using Spanish to help a student who spoke no English. In 1972, the state law making it a crime to teach in a language other than English was finally abolished.

"A favorable decision by the court of appeals will mandate equal educational opportunity for thousands of students and equal teaching opportunity for teachers," comments NEA Teacher Rights Director John Cox. "The years of discrimination have denied Chicano students the full advantage of a public education."

In the late 1970's, nearly half the Chicano students in Texas failed to graduate from high school, compared to 15 percent of Anglos. Lack of English proficiency was partly responsible, the district court indicated.

"Texas has inadvertently fostered a dual class system by failing to carry out a quality bilingual program," says NEA Instruction and Professional Development Director Sharon Robinson. "These students have a right to appropriate instruction while they're learning English."

The district court order now being appealed sets down guidelines for encouraging more teachers to become certified in bilingual ed and raises the requirements for fluency in English before students may leave the bilingual program.

The district court also found that Texas has discriminated in the hiring of Chicano teachers. The lack of fully qualified bilingual teachers is a major administrative defect in the present program, NEA points out.

The NEA brief concludes, "Without the remedial measures ordered by the district court, countless students in Texas who do not speak English will be left to sink or swim in classrooms where they are unable to understand the language of instruction. Many will not survive." ☐

Creationism law challenged

LITTLE ROCK, ARK.—The constitutionality of a 1981 Arkansas law requiring "balanced treatment" of creation theory when evolution is taught is being challenged in federal court.

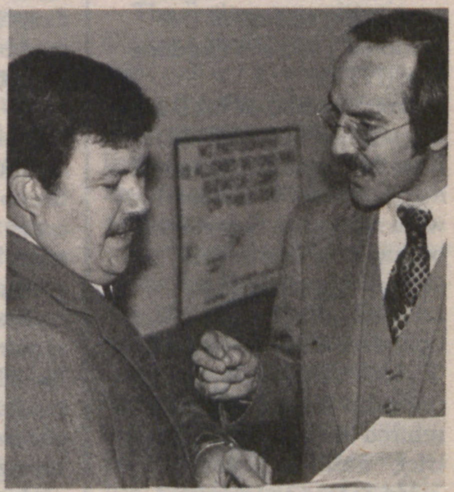
The NEA-affiliated Arkansas Education Association (AEA) is one of 23 plaintiffs seeking to have the law declared unconstitutional. Prominent among the other plaintiffs in the nationally watched case are clergy from the Baptist, Presbyterian, United Methodist, Episcopal, Jewish, and Catholic denominations.

AEA opposes the law because of its impact on members' rights. "We have been advised that Act 590 will likely serve as the basis for numerous attacks on the teaching profession and for legal actions against teachers," reports AEA President Lyle French. "Our attorneys believe the new law deprives teachers of academic freedom and opens up their performance to the scrutiny of persons of such divergent views that teachers will find it impossible to avoid harassment—no matter what they do."

Act 590, scheduled to take effect next fall, is "unconstitutionally vague," the suit charges. The law also threatens the property rights of teachers, who will be required to follow it in order to keep their jobs but who cannot possibly know what "balanced treatment" means. "Arkansas has 371 school districts," French points out. "There will be a minimum of 371 definitions."

Even more frustrating to AEA is that dollars and attention are being diverted from the real issues in education. "Arkansas ranks near the bottom in almost every measure of commitment to education—from expenditure per child to teacher salary to the number of students completing high school," French says. "Yet none of these issues that touch the lives of every child in Arkansas has generated the kind of attention that the creationism law has."

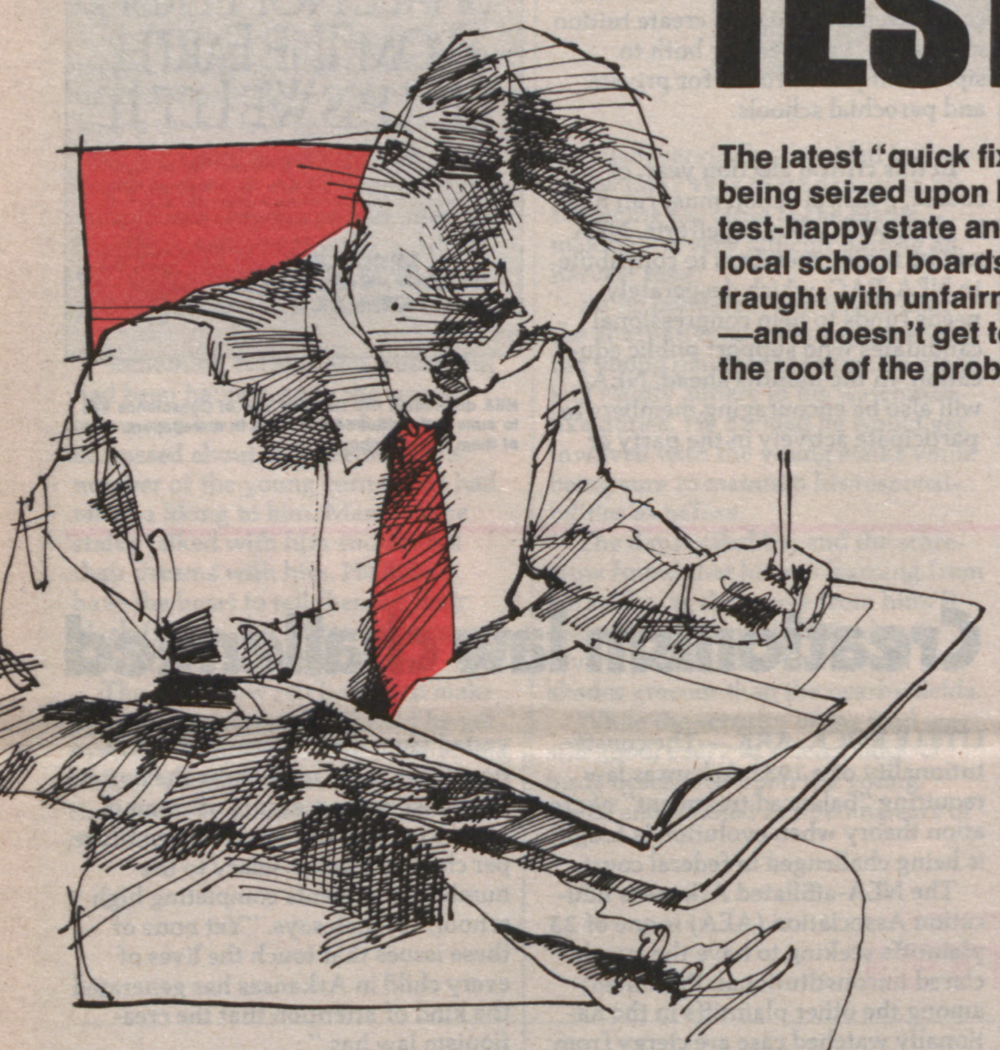
The suit does not oppose the teaching of creationist theory but vigorously opposes any statute *mandating* that it be taught. Louisiana is the only other state so far to pass such a law, but similar legislation has been introduced in a score of legislatures. ☐



Bill Wood (left), science teacher at McClellan High School in Little Rock, looks over a biology text with Arkansas Education Association attorney Bob Cearley. Wood testified in federal court on the likely effect of state's creationism law on his classroom.

A closer look at TEACHER COMPETENCY TESTING

The latest "quick fix" being seized upon by test-happy state and local school boards is fraught with unfairness—and doesn't get to the root of the problem.



Paul Smith, a 7th grade social studies teacher in Huntington Beach, Calif., with 12 years of experience, found himself out of a job this fall when he fell two points short of an arbitrary cutoff score on the English expression section of the National Teachers Examination (NTE).

Smith and 50 of his colleagues had been RIF'd last June due to declining enrollments. "Most of the teachers were rehired in September, but under a new district credentialing policy, those of us certified in secondary education were required to have 'Ryan Multiple Subject Certification' before we could be rehired in the elementary district," Smith explains.

He passed the required reading course and College Level Examination Program, but his NTE score kept him from being rehired as a full-time teacher. However, the district took Smith back as a "long-term substitute"—without health insurance or other benefits.

He passed the NTE on his second try (actually his third; he had passed it years ago, but that score was now considered irrelevant). Smith was finally given a full-time teaching assignment in late October—"too late for my daughter's birth to be covered by medical insurance," he notes.

Smith's story could be repeated in districts across the country if the current craze for "teacher competency" testing continues to spread.

Even where there is no state requirement, local districts like Huntington Beach are instituting their own teacher competency tests for use in hiring. The tests may focus on basic skills—reading, writing, spelling, math—or on a broader range of competencies, as does the widely used NTE.

NEA and its affiliates are constantly monitoring testing policies and laws in an attempt to counter unfair practices. Among the more recent events on the teacher testing front:

► In **Colorado,** an accountability bill that would require teacher testing was killed last spring after the Colorado Education Association (CEA) fought it. A new CEA-backed testing law requires education students to pass a competency test—developed by the state colleges and the state department of education—before they go into student teaching. Students have several opportunities to pass the test.

► The **New Mexico** state board of education adopted a teacher testing and evaluation plan in early November, despite protests from NEA-New Mexico (NEA-NM) and an overwhelming majority of the education community.

"Adoption of these recommendations would put you on record as believing New Mexico's public schools are failing," NEA-NM President-Elect Vodene Patterson told the state board. Actually, student achievement as measured by standardized tests has been *improving,* and the school dropout rate is declining.

The new state plan, to go into effect in July 1983, calls for teacher and administrator candidates to pass a test of "general education, communication skills, methods and practices, and content specialization" before they can be licensed to teach. The test will be developed by the state department of education.

► In **Arizona,** a new proficiency test is supposed to weed out incompetent and illiterate teachers. Six state legislators recently took the test, and three of them flunked. The chief backer of the bill mandating the test had said "anyone with an eighth grade education should be able to pass the thing." He failed.

► The **South Dakota** state board of education has tabled two testing proposals this fall. Testimony at a public hearing was practically unanimous against instituting statewide testing of students and requiring competency testing for teacher certification.

The South Dakota Education Association (SDEA) opposed both proposals from the beginning, calling them "superficial and simplistic—coming from the bureaucracy, not from the classroom." The proposals "create the impression that South Dakota schools are not doing a good job, but the facts show schools are providing quality education to their students," SDEA President Donna Miller said. South Dakota students rank first nationally in SAT verbal scores and second in math scores.

What is needed to improve education, Miller argued, are effective evaluation and professional development programs. "Too many good teachers flounder," she said, "because they get no support or assistance while they are teaching."

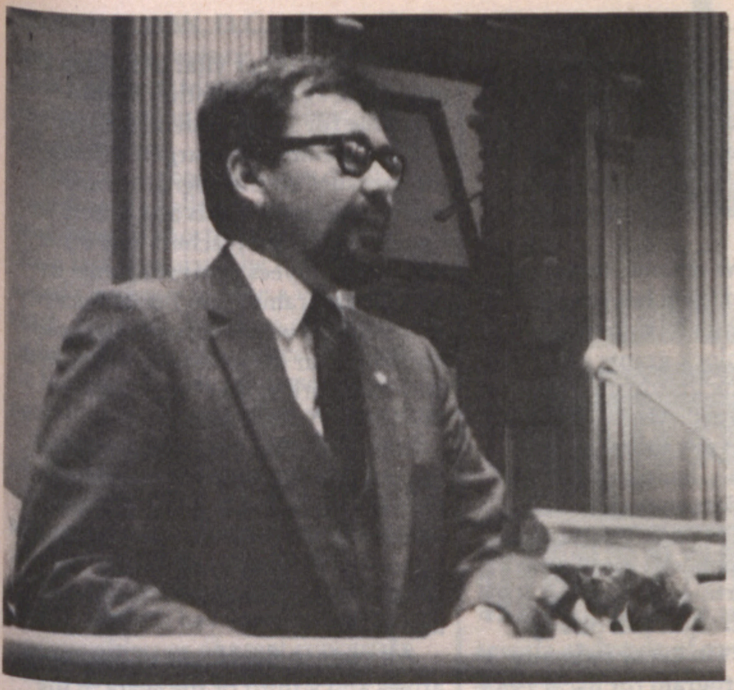
While the two testing proposals have been tabled, there is now talk of changing the initial certification procedures. SDEA will be monitoring all such proposals. "Our schools will not improve with expensive, irrelevant schemes or quick fixes," Miller says. "They will improve when good, well-prepared teachers, working with high quality materials and equipment, can afford to stay in South Dakota's classrooms."

► In **North Carolina,** the state legislature has designated 24 school systems to pilot a statewide teacher evaluation program scheduled to take effect this summer. In the pilot districts, classroom teachers' own NTE scores and their students' achievement test scores will be used in an attempt to "validate" the new standard instrument on which principals will be evaluating teachers. The North Carolina Association of Educators (NCAE) opposes this use of test scores and at press time was exploring possible legal action.

► The **Texas** State Teachers Association was able to place into the state's new testing law the concept that no single test can be used to determine certification. The law says there must be a "comprehensive evaluation." The state board of education is still trying to decide just what that constitutes.

NEA's policy on teacher testing is clearly stated in Resolution C-2: "The Association . . . believes that examinations such as the National Teachers Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage."

Yet perhaps more than any-



Testifying before the State Board of Education, Colorado Education Association President Jim Mills presents the CEA viewpoint on teacher competency and certification.

one else, classroom teachers *want* high standards for their profession. They are hurt by the general stigma of "incompetence" that is unjustly attached to public school teachers when the media plays up sensational cases of semi-literate people who have somehow managed to get licensed and hired.

What should be done?

"The whole system of teacher preparation and licensing needs an overhaul," charges NEA Instruction and Professional Development (IPD) Director Sharon Robinson. "The basic problem is that the states haven't adequately monitored the teacher training institutions to which they have traditionally delegated the responsibility for credentialing.

"**These institutions** set their own admission standards, teach prospective teachers a state-approved program, and then automatically recommend graduates for teacher certification if their transcripts show the right combination of courses and credits.

Proposals to test teachers and initiate statewide testing of students are "simplistic answers to a complex problem," SDEA President Donna Miller tells the South Dakota Board of Education. "The schools will improve when well-prepared teachers, working with high quality materials, can afford to stay in the classroom."

"When a state-mandated test is introduced at the end of this process, there may or may not be a relationship between what was taught and what the test measures. We have a real problem with this lack of correlation—as well as with the *timing* of the test. The teacher candidate, who has taken all these courses in good faith, is suddenly hit with an unrelated, make-it-or-break-it test at the very *end* of his or her training."

NEA believes the screening of students for a teaching career should be ongoing, beginning with higher admissions standards for schools of education. (The education college at the University of Oregon asked an advisory panel of K-12 teachers, school administrators, college faculty, and student teachers how the institution could improve itself. Number one on the suggestion list was "raise admission requirements." The college did so, making its admission standards tougher. Result? For the first time ever, there is a waiting list to get in!)

NEA and its state affiliates oppose the use of competency tests as a criterion for teacher licensure because none are accurate enough to have such critical career decisions based solely upon them. Most characteristics of good teachers—creativity, enthusiasm, patience, dedication, ability to motivate and inspire children—cannot be measured by multiple-choice, pen-and-pencil tests, and many potentially good teachers may be eliminated by the arbitrary cutoff score.

It is just as simplistic and wrongheaded to award or deny certification to a teaching candidate on the basis of a single "competency" test score as it is to base that decision solely on a candidate's transcript, NEA believes. It seems ludicrous to hinge such a crucial decision on a test score that can vary so greatly from one time to another, subject to illness and other uncontrollable factors.

Unfortunately, competency tests appeal to state legislators and bureaucrats enamored with the "industrial model" of efficiency. Raising the required cutoff scores is a cheap way to manipulate the supply of teachers—and to convince the public that the state is "raising standards."

If the teaching profession had any ownership of the competency tests, the way the legal profession "owns" its bar exam, the tests might be more valid. The reality is that the tests are controlled by the commercial testing industry or state departments of education, not by teachers.

As presently used to screen prospective teachers, competency tests give the *appearance* of addressing the problem of poorly prepared teacher college graduates, but they fail to get to the heart of the matter. What are the penalties for a teacher training institution that consistently turns out a high percentage of graduates who fail the statewide test? So far, there appear to be few.

Two important answers to the problem rest with the National Council for the Accreditation of Teacher Education (NCATE) and with the state approval process. Making national accreditation—through the NCATE process—mandatory would go a long way toward eliminating poor and marginal programs.

To really improve the quality of teachers entering the profession in the 1980's, NEA suggested in recent congressional testimony, states should demand that teacher training institutions provide more rigorous assessment procedures, better counseling, and more field-based experiences that offer professors of education a chance to observe and evaluate prospective teachers in action.

In other words, states must require that colleges have a firm data base on which to make an informed decision before recommending a candidate for teacher certification. Any institution which consistently recommends that the state award licenses to people who lack minimum skills should be closed down. States could effectively shut down these marginal programs by revoking the right to recommend candidates for licensing.

Of course, teacher training institutions are caught in a dilemma too. Most of them, for a number of reasons, lack the status that attracts the financial resources they need to do a better job.

As the demands for teacher testing have escalated, there has been a push in some districts to require teachers already on the payroll to take a written exam to prove their skills in spelling, grammar, writing, and math. NEA has gone on record opposing any move to require practicing classroom teachers to pass such a test.

If their teaching can be observed firsthand, NEA asks, why resort to a multiple choice test to 'weed out incompetents'? Methods are already in place for evaluating teachers and removing those found unfit to teach. No school administrator worth his or her salt should need a paper-and-pencil test to disclose the rare teacher who has somehow made it into the classroom without basic skills.

States worried about the quality of the teachers now employed in their public schools might better—

► Encourage districts to evaluate teachers more carefully during the probationary period, and to review more thoroughly the coursework required for recertification.

► Tighten certification requirements for the administrators charged with evaluating teachers, and work to make the evaluation procedures themselves more meaningful.

► Provide help for teachers who need it—through teacher centers and better continuing education programs.

► Improve teacher salaries, to attract more talent into the profession and to keep the best teachers from being lured away by higher salary offers from other employers. ☐

Georgia: a state testing plan goes sour

ATLANTA—In 1979, when Georgia's state board of education instituted a criterion-referenced test as a requirement for teacher certification, teachers by and large went along with it, perhaps seeing cooperation as a way to prove how "professional" they were.

Under the two-year-old procedure, Georgia issues provisional certificates that allow prospective teachers to teach as paid interns for three years before a final decision is made to certify them. To become licensed, they must be assessed as effective on the job and must also pass the 3½-hour written test.

Unfortunately, the testing procedure is full of flaws. Both teachers and principals have been disappointed and frustrated by the test itself, which was created by National Evaluation Systems (NES), a competitor of the better known Educational Testing Service (ETS).

Principals who find a particular "intern" teacher outstanding and want to hire him or her resent the arbitrary test cutoff score, which often forces termination of a promising teaching career.

Georgia Association of Educators (GAE) members on the Teacher Educational Council—an advisory group to the state board of education—recently persuaded the board to call for an independent review of the criterion-referenced test (since renamed the teacher certification test). Five psychometrists and other experts examined the test and found—

► The correlation between the competency test scores and indicators of teacher effectiveness is not high enough to guarantee that teachers who have these competencies will be effective teachers.

► Lack of adequate feedback to those who fail the test negates its use for teacher improvement—originally billed as one of the major purposes of the test.

► There is no test for several areas of specialization. Teachers in those areas are required to pass a test that is not in their field.

► While each test has the same cutoff score, the material on the different tests varies in difficulty.

► There is no clear correlation between teacher training curriculums and the tests. Some colleges teach closer to the test than others.

The review committee's findings vindicate GAE's 1980 call for a moratorium on using the test. The committee suggested a thorough, three-year study of the validity, reliability, and objectivity of the test.

Comments GAE Executive Secretary Horace Tate, "Our concern with the test should not be misinterpreted as any lack of desire on our part to have standards in the teaching profession. Our major goal, however, is to assure that the standards set are fair and properly constituted. It is for this reason that GAE is once again calling for a total moratorium on use of the test for certification until the problems can be fully corrected." ☐

In Congress

Budget likely to dominate second session of 97th

WASHINGTON, D.C.—Look for more big budget fights—and maybe not much else—as the 97th Congress goes into its second session beginning in January.

That's the consensus of Capitol Hill observers here, and it looks like a safe forecast. With the Reagan Administration now predicting a federal deficit of over $109 billion this fiscal year, the White House is certain to press for ever deeper cuts in discretionary social programs.

Meanwhile, the initial wave of budget cuts, which went into effect October 1, has begun to take its toll at state and local levels—leading even staunch Reagan supporters like Senators Jake Garn (R-Utah) and Paul Laxalt (R-Nevada) to question publicly whether federal funding for some programs wasn't cut too drastically. At the December conference of the National League of Cities, "Reaganomics" drew intense bipartisan fire from governors, state legislators, county officials, and mayors.

In the final weeks of the first session, the 97th Congress was at work once again on a continuing resolution to provide stopgap federal education funding for the current school year, in the absence of a regular appropriations bill. Meanwhile, the Office of Management and Budget was already leaking the Administration's plans for cutting the Education Department's budget in half next year, reducing it to $8.4 billion.

Under this new scheme, impact aid would be slashed from last school year's $757 million down to $206 million. Education block grants and Title I programs for the disadvantaged would be cut in half. Also slated to go under the budget ax: aid to adult, vocational, Indian, handicapped, and bilingual education, as well as Pell grants for college students, and civil rights enforcement activities in the Education Department.

The Administration will be suggesting deep cuts in every federally assisted social program for fiscal 1983. The degree of congressional resistance to further cuts will be determined by the degree of *public* outcry as housing, food stamps, education, job training, and other vital programs are pitted one against another in the scramble for scarce federal dollars.

NEA members are urged to keep the pressure on their senators and representatives. "Calls and letters to Capitol Hill from teachers and other school employees protesting cuts in federal programs from Social Security to school aid were successful in holding down our losses during 1981, and they can work again," says NEA President Willard McGuire.

In this election year, NEA and its organizational allies are determined to make budget cuts politically expensive when they restrict educational opportunity, deny civil rights, and further widen the gap between rich and poor.

All seats in the House of Representatives and a third of the seats in the Senate are up for election in November. Political activity by NEA members can make a critical difference in every congressional race. □

NEA legislative conference probes new political reality

WASHINGTON, D.C.—Over 200 Association leaders from around the nation met here in November for NEA's Third Annual Legislative Conference. Through two days of speeches, panels, and workshops, they and their guest speakers analyzed the attacks on public education by the Reagan Administration and the "New Right" and strategized about ways to limit the damage.

"I know that many of you have colleagues who operate on the fairness principle—that is, no matter how others may do unto us, we ought to always act with mercy and fairness to them. They find it unseemly for mere teachers and other educational workers to dare speak out against the policies of such a nice person as the President. And they would rather listen to the promises of politicians who appeal to them than react to the realities of the programs those politicians institute. I cannot go along with that."

—NEA President Willard McGuire

"The budget fights we had in 1981 are only the beginning. There will be increasing pressures for cuts in 1982 and 1983. When you look at the budget, you see about one-third goes to the military, and the President has said he won't cut that. About one-third goes to Social Security and other entitlements, and the President now says he won't cut that. About 10 to 13 percent goes to interest on the federal debt, and that can't be cut. That leaves about 20 percent for everything else, and education falls in this 20 percent."

—Representative Jim Jones (D-Okla.)

"I'm just a run-of-the-mill Christian legislator who ran up against the Moral Majority. They told me that the 'Christian' position on the Department of Education was to oppose it. I asked them if the Department weren't an issue upon which Christians of good will could disagree. They said 'no, not really' because the NEA was going to take over the Department, then take over education in the United States and inculcate children in the religion of secular humanism.

The Moral Majority ended up giving me a congressional 'morality' rating of 29 (some ABSCAM congressmen turned out to be more moral than me) and flooded my district with hate literature. I lost the [1980] Republican primary."

—Former Representative John Buchanan (R-Ala.)

"There are many who insist that the Administration intends only to reform the federal role in education, and not to eliminate it. These are the people who dismiss the concerns of the NEA and others as the unfounded extremes of professional Cassandras.

Well, I am not a Cassandra, but neither am I a Pollyanna. The signs are clear. Some of the President's advisors have embarked on a calculated campaign to get the federal government out of the nation's schools—to, in effect, have the federal government turn its back on the nation's schoolchildren."

—Senator Robert Stafford (R-Vt.)

VOTING RECORD

97th Congress First Session 1981

WASHINGTON, D.C.—For the first time in recent history, the U.S. Congress has spent virtually an entire session debating a single topic: the federal budget.

This came about because of an extraordinary challenge posed by President Reagan shortly after he took office last January. The President asked Congress to take a very fast track, with few hearings or votes, in order to drastically reduce the domestic budget, sharply increase defense spending, and enact massive tax cuts.

Congress gave the President much of what he asked for, despite the warnings of NEA and others that the consequences of the Reagan economic scheme would be catastrophic.

The following chart shows how the 97th Congress has voted so far on a variety of issues of great concern to NEA, as reflected in the legislative program adopted by the Representative Assembly. The choice of issues has been limited by the congressional agenda and style of operation this session.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide whom to endorse for reelection. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

Senate Republican leaders who have been traditional friends of public education may be disadvantaged in this voting record by support of the Administration's positions. The final column in the chart, showing cumulative voting record for each senator since his last election, is an attempt to put this session's votes into perspective.

The voting records are summarized in percentage figures. Keep in mind, however, that the figure alone does not always fully reflect voting performance. For example, one member of Congress may have taken the NEA position on every issue, while another may have cast one pro-NEA vote while not voting at all on the other issues. Both members will be shown as scoring 100 percent.

SENATE

Key

+ right according to NEA position
— wrong according to NEA position
NV not voting

1. Question: Should the Senate restore funding to the Reagan budget for education and other social programs?

NEA position: Yes
Outcome: 40 yes, 59 no

The motion: To adopt Chafee (R-RI) motion to restore funds in budget reconciliation instruction resolution (SCR 9).

Roll call no. 56 — March 31, 1981

2. Question: Should the Senate increase money for school lunch and child nutrition programs?

NEA position: Yes
Outcome: 29 yes, 58 no

The motion: To adopt Kennedy (D-MA) amendment to First Concurrent Budget Resolution (SCR 19) to increase funding for school lunch and child nutrition.

Roll call no. 97 — May 5, 1981

3. Question: Should the Senate refuse to use interfund borrowing as a means to ensure the solvency of the Social Security system so that benefits will be paid?

NEA position: No
Outcome: 51 yes, 45 no

The motion: To table (kill) amendment to the tax bill (H J Res 266) authorizing Old Age and Survivors Fund to borrow from reserves in Disability and Hospital Insurance funds.

Roll call no. 188 — July 16, 1981

4. Question: Should the Justice Department and the courts be prevented from maintaining lawsuits that use busing as a means of achieving desegregation?

NEA position: No
Outcome: 60 yes, 39 no

The motion: Amendment to Justice Department authorization (S 951), prohibiting the Department from maintaining suits involving mandatory busing of schoolchildren and limiting power of the courts to impose injunctive relief involving the transportation of students.

Roll call no. 258 — September 16, 1981

5. Question: Should the tax system allow a full deduction for business lunches while the school lunch program is reduced?

NEA position: No
Outcome: 58 yes, 30 no

The motion: To table (kill) Hart (D-CO) amendment to debt limit bill (HJ Res 265) to reduce the deduction for business meals and to earmark the savings from such reduction for the school lunch program.

Roll call no. 289 — September 28, 1981

	Vote # 1	2	3	4	5	% Pro NEA 97th Congress	Cumulative
ALABAMA							
Heflin (D)	—	+	+	+	+	80	64
Denton (R)	—	—	—	—	—	0	0
ALASKA							
Murkowski (R)	—	—	—	—	—	0	0
Stevens (R)	—	—	—	—	—	0	27
ARIZONA							
DeConcini (D)	—	—	+	—	NV	25	54
Goldwater (R)	—	—	—	—	NV	0	0
ARKANSAS							
Bumpers (D)	+	NV	+	+	+	100	100
Pryor (D)	—	—	+	—	+	40	50
CALIFORNIA							
Cranston (D)	+	+	+	+	+	100	100
Hayakawa (R)	—	—	—	—	—	0	24
COLORADO							
Hart (D)	+	+	+	+	+	100	100
Armstrong (R)	—	—	—	—	—	0	27
CONNECTICUT							
Dodd (D)	+	+	+	+	+	100	100
Weicker (R)	+	NV	—	+	—	50	83
DELAWARE							
Biden (D)	+	+	+	—	+	80	54
Roth (R)	—	+	—	—	—	20	26
FLORIDA							
Chiles (D)	—	—	+	—	+	40	63
Hawkins (R)	—	—	—	—	—	0	0
GEORGIA							
Nunn (D)	—	—	+	—	+	40	44
Mattingly (R)	—	—	—	—	—	0	0
HAWAII							
Inouye (D)	+	+	+	+	NV	100	100
Matsunaga (D)	+	NV	+	+	—	75	78
IDAHO							
McClure (R)	—	—	—	—	NV	0	27
Symms (R)	—	—	—	—	NV	0	0
ILLINOIS							
Dixon (D)	+	+	+	+	—	80	80
Percy (R)	+	—	—	+	—	40	64
INDIANA							
Lugar (R)	—	—	—	—	—	0	20
Quayle (R)	—	—	—	—	—	0	0
IOWA							
Grassley (R)	—	—	—	—	—	0	0
Jepsen (R)	—	—	—	—	—	0	14
KANSAS							
Dole (R)	—	—	—	—	—	0	0
Kassebaum (R)	—	—	—	—	—	0	36
KENTUCKY							
Ford (D)	+	+	+	—	+	80	80
Huddleston (D)	+	+	+	—	+	80	54
LOUISIANA							
Johnston (D)	—	—	+	—	NV	25	38
Long (D)	—	NV	+	—	—	25	25
MAINE							
Mitchell (D)	+	+	+	+	+	100	100
Cohen (R)	+	—	—	+	—	40	57
MARYLAND							
Sarbanes (D)	+	+	+	+	+	100	80
Mathias (R)	+	NV	+	+	—	75	75
MASSACHUSETTS							
Kennedy (D)	+	+	+	+	+	100	100
Tsongas (D)	+	+	NV	+	+	100	85
MICHIGAN							
Levin (D)	+	+	+	+	+	100	93
Riegle (D)	+	+	+	+	+	100	87
MINNESOTA							
Durenberger (R)	+	—	—	+	—	40	43
Boschwitz (R)	—	—	—	+	—	20	47
MISSISSIPPI							
Stennis (D)	—	—	+	—	NV	25	46
Cochran (R)	—	—	—	—	—	0	36
MISSOURI							
Eagleton (D)	+	+	+	+	—	80	80
Danforth (R)	+	—	—	—	—	20	56
MONTANA							
Baucus (D)	—	+	+	+	+	80	71
Melcher (D)	+	+	+	—	—	60	63
NEBRASKA							
Exon (D)	—	NV	+	—	+	50	38
Zorinsky (D)	—	—	+	—	—	20	12
NEVADA							
Cannon (D)	+	NV	NV	—	—	33	65
Laxalt (R)	—	—	—	—	—	0	0
NEW HAMPSHIRE							
Humphrey (R)	—	—	—	+	—	20	21
Rudman (R)	—	—	—	+	—	20	20
NEW JERSEY							
Bradley (D)	+	+	+	+	+	100	79
Williams (D)	NV	+	+	+	NV	100	76
NEW MEXICO							
Domenici (R)	—	—	NV	—	—	0	38
Schmitt (R)	—	NV	—	—	—	0	39
NEW YORK							
Moynihan (D)	+	+	+	+	+	100	68
D'Amato (R)	—	—	—	—	—	0	0
NORTH CAROLINA							
East (R)	—	—	—	—	—	0	0
Helms (R)	—	—	—	—	—	0	25
NORTH DAKOTA							
Burdick (D)	+	+	+	+	+	100	64
Andrews (R)	+	—	—	—	—	20	20
OHIO							
Glenn (D)	+	+	NV	+	+	100	100
Metzenbaum (D)	+	NV	+	+	—	75	83
OKLAHOMA							
Boren (D)	—	—	+	—	+	40	36
Nickles (R)	—	—	—	—	—	0	0
OREGON							
Hatfield (R)	—	—	—	+	—	20	63
Packwood (R)	—	—	—	+	—	20	20
PENNSYLVANIA							
Heinz (R)	+	NV	—	+	—	50	65
Specter (R)	+	—	—	+	—	40	40
RHODE ISLAND							
Pell (D)	+	+	+	+	+	100	77
Chafee (R)	+	—	—	+	—	40	57
SOUTH CAROLINA							
Hollings (D)	—	—	+	—	+	40	40
Thurmond (R)	—	—	—	—	—	0	29
SOUTH DAKOTA							
Pressler (R)	—	NV	—	+	NV	33	45
Abdnor (R)	—	—	—	—	—	0	0
TENNESSEE							
Sasser (D)	—	NV	+	—	+	50	74
Baker (R)	—	—	—	—	—	0	42
TEXAS							
Bentsen (D)	—	—	+	—	—	20	56
Tower (R)	—	—	—	—	—	0	31
UTAH							
Garn (R)	—	—	—	—	—	0	0
Hatch (R)	—	NV	—	—	—	0	21
VERMONT							
Leahy (D)	+	+	+	+	—	80	80
Stafford (R)	+	—	—	NV	—	25	73
VIRGINIA							
Warner (R)	—	—	—	—	NV	0	23
Byrd (I)	—	—	+	—	—	20	40
WASHINGTON							
Jackson (D)	+	+	+	+	—	80	80
Gorton (R)	—	—	—	—	—	0	0
WEST VIRGINIA							
Byrd (D)	+	+	+	—	+	80	80
Randolph (D)	+	+	+	—	+	80	67
WISCONSIN							
Proxmire (D)	—	—	+	—	+	40	48
Kasten (R)	—	—	—	—	—	0	0
WYOMING							
Simpson (R)	—	—	—	—	NV	0	38
Wallop (R)	—	—	—	—	NV	0	25

VOTING RECORD

HOUSE OF REPRESENTATIVES

Key

- \+ right according to NEA position
- — wrong according to NEA position
- NV not voting
- O vote taken prior to member's election to Congress

1. Question: Shall the House adopt President Reagan's preliminary spending targets?

NEA position: No

Outcome: 263 yes, 176 no

The motion: To adopt Latta (R-OH) substitute to H Con Res 115.

Roll call no. 36 — May 7, 1981

2. Question: Should Congress have to consider the Administration's budget cuts on an individual basis?

NEA position: Yes

Outcome: 210 yes, 217 no

The motion: To adopt the rule on the Budget Reconciliation bill (HR 3982).

Roll call no. 104 — June 25, 1981

3. Question: Should the House adopt the Administration's budget cuts rather than those recommended by the Budget Committee?

NEA position: No

Outcome: 217 yes, 211 no

The motion: To adopt Latta (R-OH) amendments, considered en bloc, and to substitute portions endorsed by President Reagan (HR 3982).

Roll call no. 111 — June 26, 1982

4. Question: Should the House pass the budget reconciliation bill?

NEA position: No

Outcome: 232 yes, 193 no

The motion: To pass the bill (HR 3982).

Roll call no. 113 — June 26, 1981

5. Question: Should Congress ease up enforcement of the Voting Rights Act?

NEA position: No

Outcome: 132 yes, 277 no

The motion: To adopt Butler (R-VA) amendment to permit bailout cases to be heard in an appropriate federal district court in the jurisdiction seeking bailout rather than in the District of Columbia.

Roll call no. 238 — October 5, 1981

6. Question: Should the fiscal 1982 appropriations bill be sent back to the Appropriations Committee for further cuts?

NEA position: No

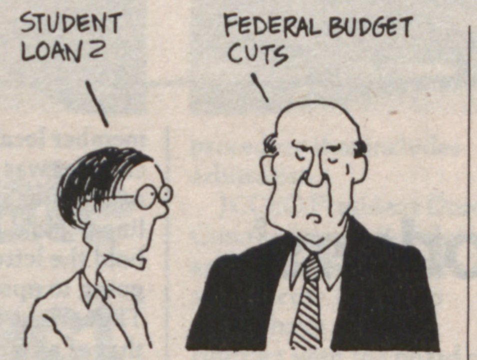
Outcome: 168 yes, 249 no

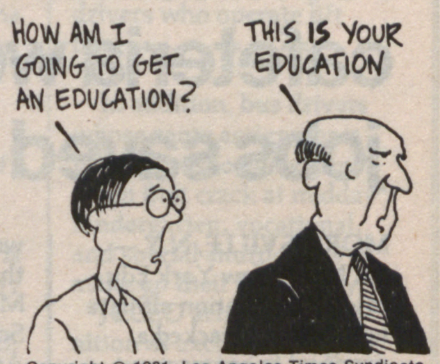
The motion: To recommit the fiscal 1982 Labor/HHS/Education appropriation bill (HR 4560) to the Committee on Appropriations.

Roll call no. 248 — October 6, 1981

	Vote # 1	2	3	4	5	6	% Pro NEA
ALABAMA							
1 Edwards (R)	—	—	—	—	—	—	0
2 Dickinson (R)	—	—	—	—	—	—	0
3 Nichols (D)	—	—	—	—	—	+	17
4 Bevill (D)	—	+	+	+	—	+	67
5 Flippo (D)	—	+	—	—	—	+	33
6 Smith (R)	—	—	—	—	—	—	0
7 Shelby (D)	—	—	—	—	—	—	0
ALASKA							
1 Young (R)	—	—	—	—	+	+	33
ARIZONA							
1 Rhodes (R)	—	—	—	—	—	—	0
2 Udall (D)	+	+	+	+	+	+	100
3 Stump (D)	—	—	—	—	—	—	0
4 Rudd (R)	—	—	—	—	—	—	0
ARKANSAS							
1 Alexander (D)	+	+	+	+	+	+	100
2 Bethune (R)	—	—	—	—	+	NV	20
3 Hammerschmidt (R)	—	—	—	—	+	—	17
4 Anthony (D)	—	+	+	+	+	+	83
CALIFORNIA							
1 Chappie (R)	—	—	—	—	—	—	0
2 Clausen (R)	—	—	—	—	—	—	0
3 Matsui (D)	+	+	+	+	+	+	100
4 Fazio (D)	+	+	+	+	+	+	100
5 Burton, John (D)	+	+	NV	NV	NV	NV	100
6 Burton, Phil. (D)	+	+	+	+	+	+	100
7 Miller (D)	+	+	+	+	+	+	100
8 Dellums (D)	+	+	+	+	+	+	100
9 Stark (D)	+	+	+	+	+	+	100
10 Edwards (D)	+	+	+	+	+	+	100
11 Lantos (D)	+	+	+	+	+	+	100
12 McCloskey (R)	—	—	—	—	+	—	17
13 Mineta (D)	+	+	+	—	+	+	83
14 Shumway (R)	—	—	—	—	—	—	0
15 Coelho (D)	+	+	+	+	+	+	100
16 Panetta (D)	+	+	+	—	+	+	83
17 Pashayan (R)	—	—	—	—	NV	NV	0
18 Thomas (R)	—	—	—	—	NV	NV	0
19 Lagomarsino (R)	—	—	—	—	—	—	0
20 Goldwater (R)	—	—	—	—	—	—	0
21 Fiedler (R)	—	—	—	—	NV	NV	0
22 Moorhead (R)	—	—	—	—	—	—	0
23 Beilenson (D)	+	+	+	+	+	+	100
24 Waxman (D)	+	+	+	—	+	+	83
25 Roybal (D)	+	+	+	+	+	+	100
26 Rousselot (R)	—	—	—	—	—	—	0
27 Dornan (R)	—	—	—	—	+	—	17
28 Dixon (D)	+	+	+	+	+	+	100
29 Hawkins (D)	+	+	+	+	+	+	100
30 Danielson (D)	+	NV	NV	NV	+	+	100
31 Dymally (D)	+	+	NV	NV	+	+	100
32 Anderson (D)	+	+	+	+	+	+	100
33 Grisham (R)	—	—	—	—	—	—	0
34 Lungren (R)	—	—	—	—	—	—	0
35 Dreier (R)	—	—	—	—	—	—	0
36 Brown (D)	+	+	+	+	+	+	100
37 Lewis (R)	—	NV	—	—	NV	—	0
38 Patterson (D)	—	+	+	—	+	+	67
39 Dannemeyer (R)	—	—	—	—	NV	—	0
40 Badham (R)	—	—	—	—	—	—	0
41 Lowery (R)	—	—	—	—	—	—	0
42 Hunter (R)	—	—	—	—	+	—	17
43 Burgener (R)	—	—	—	—	—	—	0
COLORADO							
1 Schroeder (D)	+	+	+	+	+	+	100
2 Wirth (D)	+	+	+	+	+	+	100
3 Kogovsek (D)	+	+	+	+	+	+	100
4 Brown (R)	—	—	—	—	—	—	0
5 Kramer (R)	—	—	—	—	—	—	0
CONNECTICUT							
1 Vacancy							
2 Gejdenson (D)	+	+	+	+	+	+	100
3 DeNardis (R)	—	—	—	—	+	+	33
4 McKinney (R)	—	—	—	—	+	+	33
5 Ratchford (D)	+	+	+	+	+	+	100
6 Moffett (D)	+	+	+	+	NV	+	100
DELAWARE							
1 Evans (R)	—	—	—	—	—	—	0
FLORIDA							
1 Hutto (D)	—	—	—	—	+	—	17
2 Fuqua (D)	—	+	+	NV	+	+	80
3 Bennett (D)	—	—	+	—	+	+	50
4 Chappell (D)	—	—	—	—	—	—	0
5 McCollum (R)	—	—	—	—	—	—	0
6 Young (R)	—	—	—	—	—	—	0
7 Gibbons (D)	—	+	+	—	+	+	67
8 Ireland (D)	—	—	—	—	+	—	17
9 Nelson (D)	—	+	—	—	+	—	33
10 Bafalis (R)	—	—	—	—	—	—	0
11 Mica (D)	—	+	—	—	+	+	50
12 Shaw (R)	—	—	—	—	—	—	0
13 Lehman (D)	+	+	+	+	+	+	100
14 Pepper (D)	+	+	+	+	NV	+	100
15 Fascell (D)	+	+	+	+	+	+	100
GEORGIA							
1 Ginn (D)	—	+	+	+	+	+	83
2 Hatcher (D)	—	+	—	—	—	+	33
3 Brinkley (D)	—	+	+	—	—	+	50
4 Levitas (D)	—	+	+	+	—	+	67
5 Fowler (D)	+	+	+	+	+	+	100
6 Gingrich (R)	—	—	—	—	—	—	0
7 McDonald (D)	—	—	—	—	—	—	0
8 Evans (D)	—	—	—	—	—	+	17
9 Jenkins (D)	—	+	+	+	—	—	50
10 Barnard (D)	—	—	—	—	—	—	0
HAWAII							
1 Heftel (D)	+	+	+	+	+	+	100
2 Akaka (D)	+	+	+	+	+	+	100
IDAHO							
1 Craig (R)	—	—	—	—	—	—	0
2 Hansen (R)	—	—	—	—	—	—	0
ILLINOIS							
1 Washington (D)	+	+	+	+	+	+	100
2 Savage (D)	+	+	+	+	+	+	100
3 Russo (D)	+	+	+	+	+	+	100
4 Derwinski (R)	—	—	—	—	+	—	17
5 Fary (D)	+	+	+	+	+	+	100
6 Hyde (R)	—	—	—	—	—	—	0
7 Collins (D)	+	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	+	+	+	+	100
9 Yates (D)	+	+	+	+	+	+	100
10 Porter (R)	—	—	—	—	+	—	17
11 Annunzio (D)	+	+	+	+	+	+	100
12 Crane, Philip (R)	—	—	—	—	NV	—	0
13 McClory (R)	—	—	—	—	—	—	0
14 Erlenborn (R)	—	—	—	—	—	—	0
15 Corcoran (R)	—	—	—	—	+	—	17
16 Martin (R)	—	—	—	—	+	NV	20
17 O'Brien (R)	—	—	—	—	—	+	17
18 Michel (R)	—	—	—	—	—	—	0
19 Railsback (R)	—	—	—	—	+	—	17
20 Findley (R)	—	—	—	—	+	—	17
21 Madigan (R)	—	—	—	—	—	—	0
22 Crane, Daniel (R)	—	—	—	—	—	—	0
23 Price (D)	+	+	+	—	+	+	83
24 Simon (D)	+	+	+	+	+	+	100
INDIANA							
1 Benjamin (D)	+	+	+	+	+	+	100
2 Fithian (D)	+	+	+	+	+	+	100
3 Hiler (R)	—	—	—	—	+	—	17
4 Coats (R)	—	—	—	—	+	—	17
5 Hoyer (D)	O	+	+	+	+	+	100
5 Hillis (R)	—	—	—	—	+	—	17
6 Evans (D)	—	+	+	+	+	+	83
7 Myers (R)	—	+	—	—	—	—	17
8 Deckard (R)	—	—	—	—	+	—	17
9 Hamilton (D)	+	+	+	+	+	+	100
10 Sharp (D)	+	+	+	+	+	+	100
11 Jacobs (D)	—	+	+	+	+	+	83
IOWA							
1 Leach (R)	—	—	—	—	+	+	33
2 Tauke (R)	—	—	—	—	+	+	33
3 Evans (R)	—	—	—	—	+	+	33
4 Smith (D)	+	+	+	+	+	+	100
5 Harkin (D)	+	+	+	+	+	+	100
6 Bedell (D)	+	+	+	+	+	+	100
KANSAS							
1 Roberts (R)	—	—	—	—	—	—	0
2 Jeffries (R)	—	—	—	—	—	—	0
3 Winn (R)	—	—	—	—	—	—	0
4 Glickman (D)	+	+	+	+	+	+	100
5 Whittaker (R)	—	—	—	—	—	—	0
KENTUCKY							
1 Hubbard (D)	+	+	+	+	NV	+	100
2 Natcher (D)	—	+	+	+	+	+	83
3 Mazzoli (D)	—	+	+	+	+	+	83
4 Snyder (R)	—	—	—	—	—	+	17
5 Rogers (R)	—	—	—	—	—	+	17
6 Hopkins (R)	—	—	—	—	+	+	33
7 Perkins (D)	+	+	+	+	+	+	100
LOUISIANA							
1 Livingston (R)	—	—	—	—	—	+	17
2 Boggs (D)	+	+	+	+	+	+	100
3 Tauzin (D)	—	—	—	—	—	—	0
4 Roemer (D)	—	—	+	+	—	—	33
5 Huckaby (D)	—	—	—	—	—	—	0
6 Moore (R)	—	—	—	—	—	—	0
7 Breaux (D)	—	—	—	—	—	—	0
8 Long (D)	+	+	+	+	+	+	100
MAINE							
1 Emery (R)	—	—	—	—	+	—	17
2 Snowe (R)	—	—	—	—	+	+	33
MARYLAND							
1 Dyson (D)	—	+	+	—	+	+	67
2 Long (D)	—	+	+	—	+	+	67
3 Mikulski (D)	+	+	+	+	+	+	100
4 Holt (R)	—	—	—	—	+	+	33

By Wasserman





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	Vote # 1	2	3	4	5	6	% Pro NEA
6 Byron (D)	—	—	—	—	+	+	33
7 Mitchell (D)	+	+	+	+	+	+	100
8 Barnes (D)	+	+	+	+	+	+	100
MASSACHUSETTS							
1 Conte (R)	—	—	—	+	+	+	50
2 Boland (D)	+	+	+	+	+	+	100
3 Early (D)	+	+	+	+	+	+	100
4 Frank (D)	+	+	+	+	+	+	100
5 Shannon (D)	+	+	+	+	+	+	100
6 Mavroules (D)	+	+	+	+	+	+	100
7 Markey (D)	+	+	+	+	+	+	100
8 O'Neill (D)*	NV	NV	+	NV	NV	NV	100
9 Moakley (D)	+	+	+	+	+	+	100
10 Heckler (R)	—	—	—	+	+	+	50
11 Donnelly (D)	+	+	+	+	+	+	100
12 Studds (D)	+	+	+	+	+	+	100
MICHIGAN							
1 Conyers (D)	+	NV	+	+	+	+	100
2 Pursell (R)	—	—	—	—	+	+	33
3 Wolpe (D)	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	0
5 Sawyer (R)	—	—	—	—	—	—	0
6 Dunn (R)	—	—	—	—	+	—	17
7 Kildee (D)	+	+	+	+	+	+	100
8 Traxler (D)	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	—	—	—	—	—	0
10 Albosta (D)	—	+	+	+	+	+	83
11 Davis (R)	—	—	—	—	+	+	33
12 Bonior (D)	+	+	+	+	+	+	100
13 Crockett (D)	+	+	+	+	+	+	100
14 Hertel (D)	+	+	+	+	+	+	100
15 Ford (D)	+	+	+	+	+	+	100
16 Dingell (D)	+	+	+	+	NV	+	100
17 Brodhead (D)	+	+	+	+	+	+	100
18 Blanchard (D)	+	+	+	+	+	+	100
19 Broomfield (R)	—	—	—	—	+	—	17
MINNESOTA							
1 Erdahl (R)	—	—	—	—	+	+	33
2 Hagedorn (R)	—	—	—	—	—	—	0
3 Frenzel (R)	—	—	—	—	—	—	0
4 Vento (D)	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	100
6 Weber (R)	—	—	—	—	+	—	17
7 Stangeland (R)	—	—	—	—	—	—	0
8 Oberstar (D)	+	+	+	+	+	+	100
MISSISSIPPI							
1 Whitten (D)	+	+	+	+	—	+	83
2 Bowen (D)	—	+	+	+	—	+	67
3 Montgomery (D)	—	—	—	—	—	—	0
4 Dowdy (D)	○	○	○	○	+	—	50
5 Lott (R)	—	—	—	—	—	—	0
MISSOURI							
1 Clay (D)	+	+	+	+	+	+	100
2 Young (D)	—	+	+	+	+	+	83
3 Gephardt (D)	+	+	+	+	+	+	100
4 Skelton (D)	—	+	+	—	+	+	67
5 Bolling (D)	+	+	+	+	+	+	100
6 Coleman (R)	—	—	—	—	—	—	0
7 Taylor (R)	—	—	—	—	—	—	0
8 Bailey (R)	—	—	—	—	+	—	17
9 Volkmer (D)	—	+	+	+	+	+	83
10 Emerson (R)	—	—	—	—	—	—	0
MONTANA							
1 Williams (D)	+	+	+	+	+	+	100
2 Marlenee (R)	—	—	—	—	—	—	0
NEBRASKA							
1 Bereuter (R)	—	—	—	—	—	—	0
2 Daub (R)	—	—	—	—	+	—	17
3 Smith (R)	—	—	—	—	—	—	0
NEVADA							
1 Santini (D)	—	—	—	—	—	+	17
NEW HAMPSHIRE							
1 D'Amours (D)	+	+	+	+	+	+	100
2 Gregg (R)	—	—	—	—	+	—	17
NEW JERSEY							
1 Florio (D)	+	+	+	+	+	NV	100
2 Hughes (D)	+	+	+	+	+	+	100
3 Howard (D)	+	+	+	+	+	+	100
4 Smith (R)	—	—	—	—	+	+	33
5 Fenwick (R)	—	—	—	—	+	+	33
6 Forsythe (R)	—	—	—	—	+	—	17
7 Roukema (R)	—	—	—	—	+	+	33
8 Roe (D)	+	+	+	+	+	+	100
9 Hollenbeck (R)	—	—	—	—	+	+	33
10 Rodino (D)	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	100
12 Rinaldo (R)	—	—	—	—	+	+	33
13 Courter (R)	—	—	—	—	+	—	17
14 Guarini (D)	+	+	+	+	+	+	100
15 Dwyer (D)	+	+	+	+	+	+	100
NEW MEXICO							
1 Lujan (R)	—	—	—	—	+	—	17
2 Skeen (R)	—	—	—	—	—	—	0
NEW YORK							
1 Carney (R)	—	—	—	—	—	+	17
2 Downey (D)	+	+	+	+	+	+	100
3 Carman (R)	—	—	—	—	—	—	0
4 Lent (R)	—	—	—	—	+	—	17
5 McGrath (R)	—	—	—	—	+	—	17
6 LeBoutillier (R)	—	—	—	—	+	—	17
7 Addabbo (D)	+	+	+	+	+	+	100
8 Rosenthal (D)	+	+	+	+	+	+	100
9 Ferraro (D)	+	+	+	+	+	+	100
10 Biaggi (D)	+	+	+	+	+	+	100
11 Scheuer (D)	+	+	+	+	+	+	100
12 Chisholm (D)	+	+	+	+	+	NV	100
13 Solarz (D)	+	+	+	+	+	+	100
14 Richmond (D)	+	+	+	+	+	+	100
15 Zeferetti (D)	+	+	+	+	+	+	100
16 Schumer (D)	+	+	+	+	+	+	100
17 Molinari (R)	—	—	—	—	—	—	0
18 Green (R)	—	—	—	—	+	+	33
19 Rangel (D)	+	+	+	+	+	+	100
20 Weiss (D)	+	+	+	+	+	+	100
21 Garcia (D)	+	+	+	+	+	+	100
22 Bingham (D)	+	+	+	+	+	+	100
23 Peyser (D)	+	+	+	+	NV	+	100
24 Ottinger (D)	+	+	+	+	+	+	100
25 Fish (R)	—	—	—	—	+	+	33
26 Gilman (R)	—	—	—	—	+	+	33
27 McHugh (D)	+	+	+	+	+	+	100
28 Stratton (D)	+	+	+	+	+	+	100
29 Solomon (R)	—	—	—	—	—	—	0
30 Martin (R)	—	—	—	—	—	—	0
31 Mitchell (R)	—	—	—	—	+	+	33
32 Wortley (R)	—	—	—	—	+	—	17
33 Lee (R)	—	—	—	—	—	—	0
34 Horton (R)	—	—	—	—	NV	+	20
35 Conable (R)	—	—	—	—	—	—	0
36 LaFalce (D)	+	+	+	+	+	+	100
37 Nowak (D)	+	+	+	+	+	+	100
38 Kemp (R)	—	—	—	—	+	—	17
39 Lundine (D)	+	+	+	+	+	+	100
NORTH CAROLINA							
1 Jones (D)	+	+	+	—	NV	NV	75
2 Fountain (D)	—	+	+	—	+	—	50
3 Whitley (D)	+	+	+	—	+	—	67
4 Andrews (D)	—	+	+	+	+	—	67
5 Neal (D)	+	+	+	+	+	+	100
6 Johnston (R)	—	—	—	—	—	NV	0
7 Rose (D)	+	+	+	NV	+	+	100
8 Hefner (D)	+	+	+	+	+	+	100
9 Martin (R)	—	—	—	—	—	—	0
10 Broyhill (R)	—	—	—	—	—	—	0
11 Hendon (R)	—	—	—	—	+	—	17
NORTH DAKOTA							
1 Dorgan (D)	+	+	+	+	+	+	100
OHIO							
1 Gradison (R)	—	—	—	—	+	—	17
2 Luken (D)	—	+	+	+	+	+	83
3 Hall (D)	—	+	+	+	+	+	83
4 Oxley (R)	○	○	○	○	—	—	0
5 Latta (R)	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	0
7 Brown (R)	—	—	—	—	+	NV	20
8 Kindness (R)	—	—	—	—	—	—	0
9 Weber (R)	—	—	—	—	+	—	17
10 Miller (R)	—	—	—	—	—	—	0
11 Stanton (R)	—	—	—	—	+	—	17
12 Shamansky (D)	+	+	+	+	+	+	100
13 Pease (D)	+	+	+	+	+	+	100
14 Seiberling (D)	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	+	—	17
16 Regula (R)	—	—	—	—	+	—	17
17 Ashbrook (R)	—	—	—	—	NV	—	0
18 Applegate (D)	+	+	+	+	—	+	83
19 Williams (R)	—	—	—	—	NV	+	20
20 Oakar (D)	+	+	+	+	NV	+	100
21 Stokes (D)	+	+	+	+	+	+	100
22 Eckart (D)	+	+	+	+	+	+	100
23 Mottl (D)	—	—	+	+	—	—	33
OKLAHOMA							
1 Jones (D)	+	+	+	—	+	+	83
2 Synar (D)	+	+	+	+	+	+	100
3 Watkins (D)	+	+	+	+	+	+	100
4 McCurdy (D)	+	+	+	+	+	+	100
5 Edwards (R)	—	—	—	—	—	—	0
6 English (D)	—	+	+	—	+	+	67
OREGON							
1 AuCoin (D)	+	+	+	+	+	+	100
2 Smith (R)	—	—	—	—	—	—	0
3 Wyden (D)	+	+	+	+	+	+	100
4 Weaver (D)	+	+	+	+	+	+	100
PENNSYLVANIA							
1 Foglietta (D)	+	+	+	+	+	+	100
2 Gray (D)	+	+	+	+	+	+	100
3 Smith, Joseph (D)	○	○	○	○	+	+	100
4 Dougherty (R)	—	—	+	+	+	+	67
5 Schulze (R)	—	—	—	—	+	—	17
6 Yatron (D)	—	+	+	+	+	+	83
7 Edgar (D)	+	+	+	+	+	+	100
8 Coyne, James (R)	—	—	—	—	+	—	17
9 Shuster (R)	—	—	—	—	—	—	0
10 McDade (R)	—	—	—	—	+	+	33
11 Nelligan (R)	—	—	—	—	+	+	33
12 Murtha (D)	+	+	+	+	+	+	100
13 Coughlin (R)	—	—	—	—	+	—	17
14 Coyne, William (D)	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	+	—	17
16 Walker (R)	—	—	—	—	+	—	17
17 Ertel (D)	+	+	+	+	+	+	100
18 Walgren (D)	+	+	+	+	+	+	100
19 Goodling (R)	—	—	—	—	—	+	17
20 Gaydos (D)	+	+	+	+	+	+	100
21 Bailey (D)	+	+	+	+	+	+	100
22 Murphy (D)	+	+	+	+	+	+	100
23 Clinger (R)	—	—	—	—	—	+	17
24 Marks (R)	—	—	—	—	+	—	17
25 Atkinson (R)	—	—	+	+	+	—	50
RHODE ISLAND							
1 St Germain (D)	+	+	+	+	+	+	100
2 Schneider (R)	—	—	+	+	+	+	67
SOUTH CAROLINA							
1 Hartnett (R)	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	0
3 Derrick (D)	—	+	+	+	+	+	83
4 Campbell (R)	—	—	—	—	—	—	0
5 Holland (D)	—	+	—	—	+	+	50
6 Napier (R)	—	—	—	—	—	NV	0
SOUTH DAKOTA							
1 Daschle (D)	+	+	+	+	+	+	100
2 Roberts (R)	—	—	—	—	—	NV	0
TENNESSEE							
1 Quillen (R)	—	—	—	—	—	—	0
2 Duncan (R)	—	—	—	—	+	—	17
3 Bouquard (D)	—	+	+	—	+	+	67
4 Gore (D)	+	+	+	+	+	+	100
5 Boner (D)	+	+	+	+	+	+	100
6 Beard (R)	—	—	—	—	NV	NV	0
7 Jones (D)	—	+	+	—	+	+	67
8 Ford (D)	+	+	+	+	+	+	100
TEXAS							
1 Hall, Sam (D)	—	—	—	—	—	—	0
2 Wilson (D)	—	—	—	—	+	+	33
3 Collins (R)	—	—	—	—	—	—	0
4 Hall, Ralph (D)	—	—	+	+	—	—	33
5 Mattox (D)	+	+	+	+	+	+	100
6 Gramm (D)	—	—	—	—	—	—	0
7 Archer (R)	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	0
9 Brooks (D)	+	+	+	+	NV	+	100
10 Pickle (D)	+	+	+	—	+	—	67
11 Leath (D)	—	—	—	—	—	—	0
12 Wright (D)	+	+	+	+	+	+	100
13 Hightower (D)	—	—	—	—	+	+	33
14 Patman (D)	+	+	+	+	—	+	83
15 de la Garza (D)	+	+	+	+	+	+	100
16 White (D)	—	—	—	+	+	+	50
17 Stenholm (D)	—	—	—	—	—	—	0
18 Leland (D)	+	+	+	+	+	+	100
19 Hance (D)	—	—	—	—	+	—	17
20 Gonzalez (D)	+	+	+	+	+	+	100
21 Loeffler (R)	—	—	—	—	—	—	0
22 Paul (R)	—	—	—	+	NV	—	20
23 Kazen (D)	+	+	+	+	+	+	100
24 Frost (D)	+	+	+	+	+	+	100
UTAH							
1 Hansen (R)	—	—	—	—	—	—	0
2 Marriott (R)	—	—	—	—	+	NV	20
VERMONT							
1 Jeffords (R)	—	—	—	—	—	+	17
VIRGINIA							
1 Trible (R)	—	—	—	—	—	—	0
2 Whitehurst (R)	—	—	—	—	—	—	0
3 Bliley (R)	—	—	—	—	—	—	0
4 Daniel, R. W. (R)	—	—	—	—	—	—	0
5 Daniel, Dan (D)	—	—	—	—	—	—	0
6 Butler (R)	—	—	—	—	—	—	0
7 Robinson (R)	—	—	—	—	—	—	0
8 Parris (R)	—	—	—	—	—	NV	0
9 Wampler (R)	—	—	—	—	—	+	17
10 Wolf (R)	—	—	—	—	—	—	0
WASHINGTON							
1 Pritchard (R)	—	—	—	—	NV	+	20
2 Swift (D)	+	+	+	+	+	+	100
3 Bonker (D)	+	+	+	+	NV	+	100
4 Morrison (R)	—	—	—	—	—	—	0
5 Foley (D)	+	+	+	+	+	+	100
6 Dicks (D)	+	+	+	+	+	+	100
7 Lowry (D)	+	+	+	+	+	+	100
WEST VIRGINIA							
1 Mollohan (D)	+	+	+	+	+	+	100
2 Benedict (R)	—	—	—	—	NV	—	0
3 Staton (R)	—	—	—	—	—	—	0
4 Rahall (D)	+	+	+	+	+	+	100
WISCONSIN							
1 Aspin (D)	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	100
3 Gunderson (R)	—	—	—	—	+	—	17
4 Zablocki (D)	+	+	+	+	+	+	100
5 Reuss (D)	+	+	+	+	+	+	100
6 Petri (R)	—	—	—	—	+	—	17
7 Obey (D)	+	+	+	+	+	+	100
8 Roth (R)	—	—	—	—	NV	—	0
9 Sensenbrenner (R)	—	—	—	—	+	—	17
WYOMING							
1 Cheney (R)	—	—	—	—	—	—	0

*Speaker of the House votes only to break a tie.

SPOTLIGHT ON SCHOOL SUPPORT STAFF

New York cafeteria workers' jobs saved

MORRISVILLE, N.Y.— An NEA/New York Educators Association affiliate here has sidetracked a proposal to contract out the jobs of nearly a third of its members to a fast-food chain.

Food service workers noticed a representative from Burger King going through their school lunch facilities recently. When asked what was happening, a school official replied that the district had to "look at all possibilities."

Fearing their jobs would be eliminated if the lunch program were contracted out to Burger King, 16 food service workers—all women—protested through their local, the Morrisville-Eaton Central School Non-Instructional Association.

Reaching out for community support, Association members wrote letters to local newspapers and posted flyers in groceries, drug stores, and other businesses. "It is hard to imagine that Burger King will serve a fully balanced noon meal for 75 cents [the price of a school lunch]," the flyer pointed out.

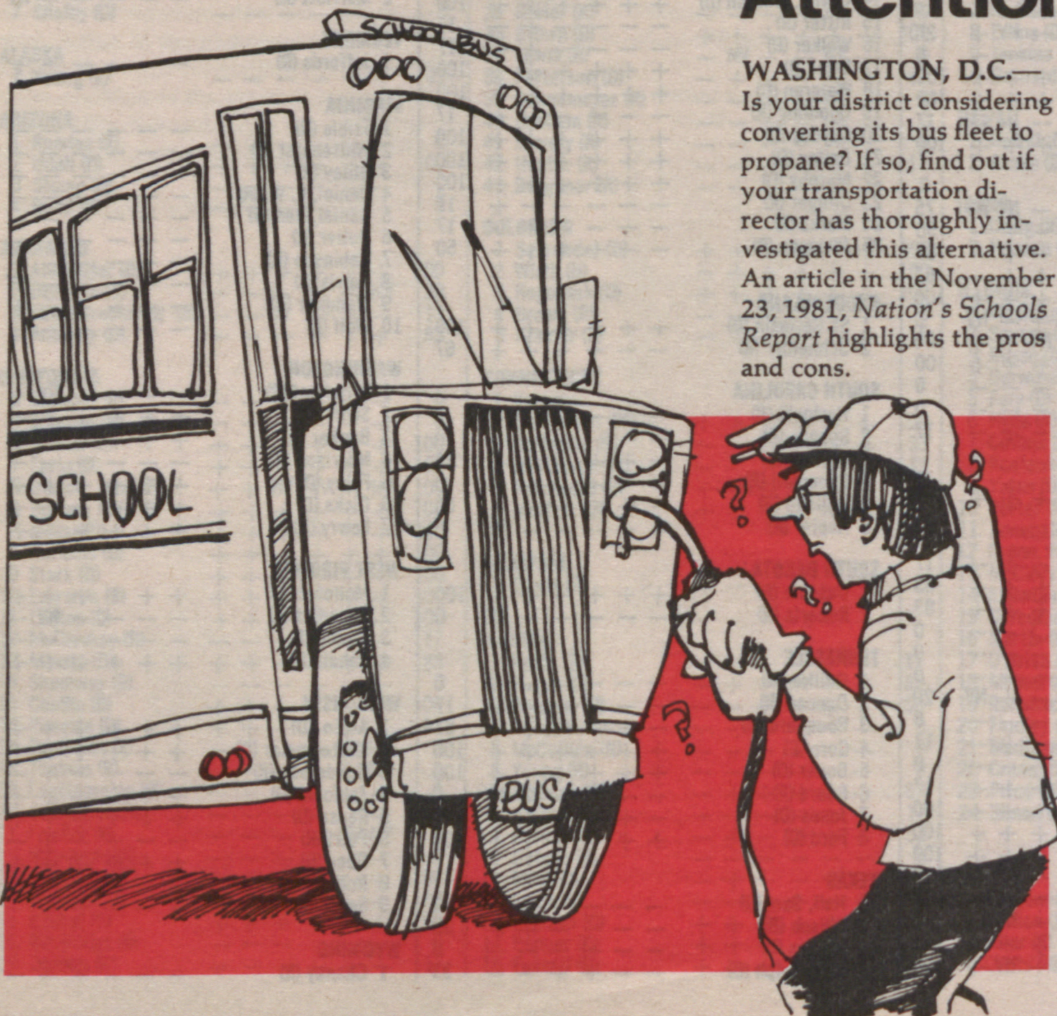
"We killed the idea," says Rosemary Riggall, a library aide for 10 years who is president of the 47-member local. "The real clincher was a chiding local newspaper article headlined, 'Hold the pickles, hold the lettuce, or you're going to upset us!' " Though the slogan was that of a competitor in the fast food field, the ridicule alerted the public to the threat.

"We fight this battle almost every year," Riggall adds. "Our school budget was recently defeated, so we're on an austerity program now."

After turning down the overall school budget, voters were asked to approve funds for seven specific educational programs. Of the three winning issues, only the school lunch program received overwhelming support, passing by a 9 to 1 margin. Association members believe their public information campaign may have been responsible. □

Rosemary Riggall, left, president of the Morrisville-Eaton Central School Non-Instructional Association, attends fall training conference in Syracuse where New York association activists zero in on several key issues, including how to battle "contracting out" attempts during negotiations. With Riggall is New York Educators Association/NEA Vice-President Connie Eno.

Attention, school bus drivers



WASHINGTON, D.C.— Is your district considering converting its bus fleet to propane? If so, find out if your transportation director has thoroughly investigated this alternative. An article in the November 23, 1981, *Nation's Schools Report* highlights the pros and cons.

The most obvious advantage of propane (liquid petroleum gas) is that it costs about a third less than gasoline. It is cleaner—lengthening the life of the engine, ignition, and emission systems—and it starts easily in cold weather. But there are doubts about its safety.

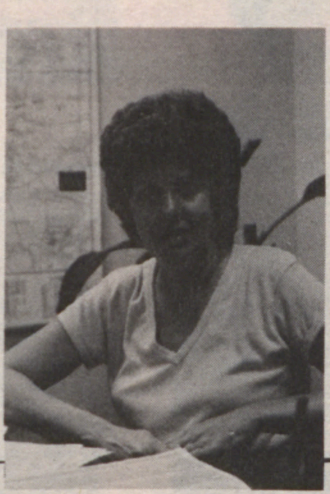
Opponents point to the lack of federal guidelines on the use of propane in school buses, school bus chassis manufacturers who install propane tanks but don't test them, and body manufacturers who are unwilling to hook up the tank.

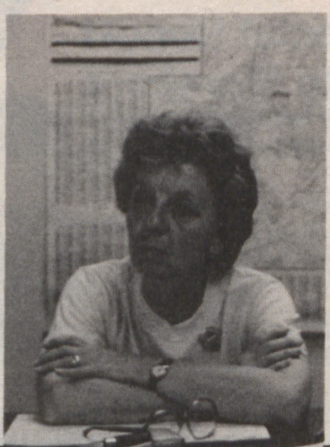
Wilbur Rumph of Blue Bird, a major body manufacturer, recently told state directors of pupil transportation that although he does not know of any school bus accidents related to propane use, "as far as Blue Bird is concerned, the risk of danger is real."

Proponents of propane use say it's safer because it has a much higher combustion point (800 degrees) than gasoline (530 degrees). Safety precautions include the use of automatic locks, venting to relieve pressure, and a warning system if propane escapes.

When the National Highway Traffic Safety Administration wrote regulations dealing with school buses' special risks, propane wasn't considered because it had not been used on school buses at that time.

Five states—California, Iowa, Missouri, New York, and Florida—have now drafted their own guidelines for installation of propane tanks in school buses, and others are in the process of doing so. □





Bargaining team members Rose Head (left) and Marge Dench of Jefferson County, Ky., spent 180 hours at the bargaining table, but they say it was worth the effort to gain their first contract.

Kentucky ESP affiliate bargains first contract

UNITED TO SERVE EDUCATION
JCCEO

LOUISVILLE—Members of the Jefferson County Classified Employees Organization (JCCEO) recently negotiated their first contract. The 3½-year agreement marks the first ever bargained by an educational support staff affiliate of the Kentucky Education Association/NEA.

The 850-person unit of school bus drivers, maintenance personnel, mechanics, and in-school security guards won a sick leave bank, the right to convert two days of unused personal leave into sick leave, and a grievance procedure that includes arbitration.

JCCEO President Donna Cunningham hailed the agreement, saying, "It's a good secure feeling to finally have a binding contract with the board of education."

The 24-article contract is similar to one bargained by the Jefferson County Teachers Association, with which JCCEO is affiliated. Support staff are now eligible for child-rearing leave (45 days to two years) and for leave to run for political office and serve if elected (30 days to two years).

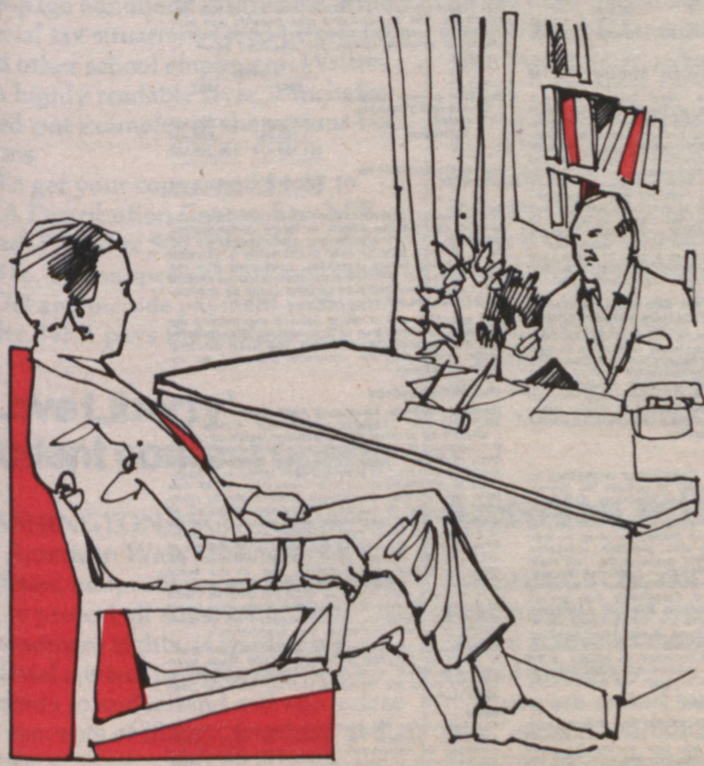
The contract also reflects the specialized needs of JCCEO members. Bomb searches are specifically left to local police, not school security guards. Another provision mandates that the school board will provide safety shoes, safety goggles, and uniforms to employees—including rainwear for bus drivers who operate lift buses.

In addition, bus drivers whose route assignments have been shortened are given first crack at midday kindergarten, vocational, and special shuttle runs to make up their loss in pay.

JCCEO achieved recognition as exclusive bargaining agent last spring; bargaining began last summer. JCCEO negotiators spent more than 180 hours at the bargaining table, during 27 sessions. Agreement was finally reached in November, in a marathon session that ran all night and into the next afternoon.

JCCEO's negotiating team will have a few months to rest before returning to the table this summer to reopen talks on pay and fringe benefits. ☐

Need legal advice? NEA Attorney Referral makes it affordable



WASHINGTON, D.C.—Have you written your will yet? Do you and your neighbor dispute your boundary lines? Has your spouse just sued you for divorce? Did you buy a defective television set that the store refuses to take back? Have you been charged with drunk driving?

If you are an NEA educational support member in the District of Columbia or any of the 31 states participating in NEA's Attorney Referral Program, you can get quality legal help on these and other non-job-related matters at a 30 percent discount.

In addition, you are entitled to two *free* 30-minute legal consultations each program year (September 1 to August 31). Members of your immediate family are also eligible.

The program provides a roster of attorneys throughout each state who will help you with legal problems involving wills and estates, domestic relations, real estate, consumer protection, and most traffic violations. The attorneys will meet with you outside your regular work hours if necessary.

NEA members who have used the program rate the quality of legal services as "good" or "very good" by over 90 percent in a recent survey. Most say they plan to use the program attorney's services again in the future.

For more information, including a list of lawyers participating in your state's Attorney Referral Program, contact your UniServ office or state association, or write to NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

States participating in NEA Attorney Referral Program

Alabama	Kansas	North Dakota
Alaska	Kentucky	Ohio
Arizona	Maryland	Oklahoma
Arkansas	Minnesota	Pennsylvania
Colorado	Mississippi	Rhode Island
Delaware	Missouri	South Carolina
District of Columbia	Montana	South Dakota
Florida	New Hampshire	Texas
Georgia	New Jersey	Virginia
Idaho	New York (and New York City)	Washington
Indiana		Wisconsin

NEA Financial Report to Members

by Secretary-Treasurer
Mary Hatwood Futrell

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1981 and 1980, and the related statements of General Fund activity and changes in financial position for the years then ended, and the Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1981. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the National Education Association of the United States as of August 31, 1981 and 1980, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balance for the year ended August 31, 1981, in conformity with generally accepted accounting principles applied on a consistent basis.

Arthur Andersen & Co.

Washington, D.C.,
October 23, 1981.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES BALANCE SHEETS AS OF AUGUST 31, GENERAL FUND

(Note 2)

Assets	1981	1980
CURRENT ASSETS:		
Cash and short-term investments	$ 6,352,364	$ 1,136,430
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	299,663	866,264
Other, net of reserves for cancellations of $981,274 in 1981 and $928,268 in 1980	10,300,940	10,264,741
Notes receivable — other, current portion (Note 1)	302,500	292,500
Publication sales and advertising receivables	113,887	93,476
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1981 (Notes 1 and 3)	1,079,753	889,935
Prepaid expenses (Note 1)	413,558	3,356,424
Other assets	892,970	649,674
	19,755,635	17,549,444
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable — dues, long-term portion (Note 3)	145,003	404,760
Notes receivable — other, long-term portion (Note 1)	—	302,500
Property under capital leases, net of accumulated amortization of $435,284 in 1981 (Note 1)	2,442,086	—
Equipment, less accumulated depreciation of $256,369 in 1981 and $156,775 in 1980	301,142	311,805
	2,898,701	1,029,535
Total General Fund assets	$22,654,336	$18,578,979

Liabilities and Fund Balances	1981	1980
CURRENT LIABILITIES:		
Installment notes payable	$ 40,426	$ 37,108
Accounts payable and accrued liabilities	2,004,912	2,535,132
Accrued fringe benefits	2,439,688	2,489,997
Amount due to state and local affiliates under indemnification agreements (Note 4)	—	72,934
Amount due to special purpose funds (Note 2)	3,201,591	995,570
Amount due to capital improvement fund (Note 2)	—	51,814
Amount held for affiliates and other organizations (Note 1)	168,727	181,209
Obligations under capital leases (Note 1)	550,259	—
	8,405,603	6,363,764
LONG-TERM LIABILITIES:		
Installment notes payable	11,380	51,806
Accrued severance pay	1,729,853	1,449,879
Obligations under capital leases (Note 1)	1,891,827	—
Deferred interest payable (Note 1)	93,903	—
	3,726,963	1,501,685
Total liabilities	12,132,566	7,865,449
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
FUND BALANCE:		
Beginning of year	10,713,530	8,711,203
Excess (deficit) of income over expenses	(191,760)	2,002,327
End of year	10,521,770	10,713,530
Total General Fund liabilities and fund balance	$22,654,336	$18,578,979

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31

(Note 2)

	1981 Budget	1981 Actual	1980 Actual
INCOME:			
Membership dues (net of indemnification agreement allowances of $250,000 in 1980)	$69,550,000	$66,746,470	$63,454,468
Advertising	625,000	728,058	959,862
Interest and investment income	125,000	1,074,156	909,123
Fees and services, principally from affiliates and other organizations	700,000	858,126	879,444
Miscellaneous	—	167,124	124,260
	71,000,000	69,573,934	66,327,157
EXPENSES BY AREA (Note 1):			
Affiliate Services	28,027,275	27,758,167	25,948,516
Communications	7,980,742	7,677,646	6,732,119
Government Relations	1,818,542	1,705,606	2,743,819
Political Affairs	660,300	600,220	1,008,812
Instruction and Professional Development	2,247,498	2,107,795	1,766,256
Research	3,654,269	3,277,865	2,676,340
Teacher Rights	1,972,990	1,836,180	1,784,168
Administration	6,029,577	6,052,722	4,889,480
Legal Services	5,883,030	7,004,909	6,935,611
Business and Finance	3,162,102	3,825,797	3,432,679
Data Processing	3,148,016	3,421,016	2,095,535
Governance	4,415,659	4,497,771	4,311,495
	69,000,000	69,765,694	64,324,830
EXCESS (DEFICIT) OF INCOME OVER EXPENSES	$ 2,000,000	$ (191,760)	$ 2,002,327

The accompanying notes are an integral part of these statements.

SCHEDULE OF EXPENSES BY TYPE

	1981	1980
SALARIES AND BENEFITS (Note 7)	$22,037,267	$19,441,209
GRANTS TO AND JOINT PROJECTS WITH STATE AND LOCAL ASSOCIATIONS	18,454,300	16,890,693
TRAVEL	7,655,060	6,921,761
PUBLICATION COSTS	3,545,353	3,644,846
OUTSIDE SERVICES (including consultants, printing, legal and audit)	7,398,859	7,966,571
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,398,099	2,245,087
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	1,723,309	1,124,713
GRANTS TO AFFILIATE (Note 5)	5,049,067	4,701,890
MACHINERY RENTALS, REPAIRS, MATERIALS AND SUPPLIES	1,504,380	1,388,060
	$69,765,694	$64,324,830

The accompanying notes are an integral part of these statements.

STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31, GENERAL FUND

	1981	1980
SOURCES OF CASH:		
From operations—		
Excess (deficit) of income over expenses	$ (191,760)	$ 2,002,327
Depreciation and amortization expense	534,878	70,779
Decrease (increase) in—		
Receivables	310,173	(1,272,946)
Prepaid expenses	2,942,866	(3,002,797)
Increase (decrease) in—		
Current payables	1,491,580	1,156,927
Accrued severance pay	279,974	255,755
Cash provided (used) by operations	5,367,711	(789,955)
Other sources of cash—		
Proceeds from notes payable under line of credit	7,400,000	5,700,000
Proceeds from collection of notes receivable	562,257	1,136,343
Increase in obligations under capital leases	2,442,086	—
Increase in deferred interest payable	93,903	—
Total sources of cash	15,865,957	6,046,388
USES OF CASH:		
Payment of notes payable	7,400,000	5,700,000
Purchase of equipment	88,931	219,192
Payment of installment note	40,426	37,108
Increase of other assets	243,296	219,943
Acquisition of property under capital leases	2,877,370	—
Total uses of cash	10,650,023	6,176,243
NET INCREASE (DECREASE) IN CASH	5,215,934	(129,855)
CASH, beginning of year	1,136,430	1,266,285
CASH, end of year	$ 6,352,364	$ 1,136,430

The accompanying notes are an integral part of these statements.

BALANCE SHEETS AS OF AUGUST 31, CAPITAL IMPROVEMENT FUND

(Note 2)

Assets	1981	1980
CASH	$ 805	$ 770
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $4,853,934 in 1981 and $4,616,370 in 1980	7,043,864	7,229,614
AMOUNT DUE FROM GENERAL FUND	—	51,814
Total Capital Improvement Fund assets	$ 8,798,446	$ 9,035,975

Liabilities and Fund Balances	1981	1980
FUND BALANCE, beginning of year	$ 9,035,975	$ 9,253,765
INTEREST INCOME	35	16,533
DEPRECIATION (Note 1)	(237,564)	(234,323)
Total Capital Improvement Fund balance	$ 8,798,446	$ 9,035,975

The accompanying notes are an integral part of these balance sheets.

BALANCE SHEETS—AUGUST 31, SPECIAL PURPOSE FUNDS

(Note 2)

ASSETS	1981	1980
CASH	$ 239,467	$ 151,732
ACCOUNTS RECEIVABLE	463,985	483,368
PREPAID EXPENSES	18,153	39,891
LEASEHOLD IMPROVEMENTS	186,091	—
INVESTMENT SECURITIES, at cost, which approximates market	203,794	160,000
AMOUNT DUE FROM GENERAL FUND	3,201,591	995,570
Total assets	$4,313,081	$1,830,561
LIABILITIES AND FUND BALANCES		
LIABILITIES:		
Accounts payable and accrued liabilities	$2,679,716	$ 714,156
FUND BALANCES, beginning of year	1,116,405	755,874
Excess of income over expenses	516,960	360,531
FUND BALANCES, end of year	1,633,365	1,116,405
Total liabilities and fund balances	$4,313,081	$1,830,561

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 1981—SPECIAL PURPOSE FUNDS

(Note 2)

	Balances August 31, 1980	Income: Association	Income: Other	Expenses	Balances August 31, 1981
UniServ	$ 487,507	$13,113,356	$ —	$12,862,218	$ 738,645
NEA ERA Ratification Fund	4,497	—	139,612	100,393	43,716
Teacher Retirement Project	127,488	—	—	126,239	1,249
Teacher Exchange Project	37,039	—	—	37,039	—
Educational Technology Contracts and Grants	19,344	—	19,423	18,507	20,260
National Teachers Assistance Fund Grant (Note 8)	146,399	200,000	—	115,000	231,399
USOE Ethnic Studies Grant	737	—	—	437	300
DuShane Fund (Note 5)	—	5,219,285	45,823	5,265,108	—
William G. Carr Scholarship Award	59,470	—	3,530	4,473	58,527
NAACP Assistance	45,993	—	—	—	45,993
Hilda Maehling Fellowship Fund	136,731	10,000	35,940	14,858	167,813
Reserve for Retirement Benefits	225,861	—	—	15,149	210,712
Special Services and Educational Travel Trust Funds	(174,661)	—	4,508,859	4,219,447	114,751
	$1,116,405	$18,542,641	$4,753,187	$22,778,868	$1,633,365

The accompanying notes are an integral part of these balance sheets.

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1981 AND 1980

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The National Education Association of the United States (the "Association") is a nonprofit corporation incorporated under a special Act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1981 and 1980, the Association incurred a loss from these unrelated business activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates, and Other Organizations
The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations, which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by or due to the Association as custodian.

General Fund Budget
The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the Statement of General Fund Activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Effective September 1, 1980, the Association changed its budgeting and reporting method for expenses. Program areas were reorganized from goal areas to administrative areas. Accordingly, expenses for the year ended August 31, 1980, have been restated to be comparable with the current year.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms, which allow for the payment of life memberships in equal installments over a period of ten years.

For the years ended August 31, 1981 and 1980, total life membership receipts were approximately $350,000 and $736,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1981 and 1980, the aggregate outstanding receivable balances from life membership were approximately $325,000 and $675,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Property, Equipment, and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. The depreciation recorded on the building was $237,564 in 1981 and $234,323 in 1980. The Association also capitalizes assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and depreciates these assets using the straight-line method over the estimated useful life of the assets. Accordingly, depreciation on equipment was recorded in 1981 in the amount of $99,594 and in 1980 in the amount of $70,799.

Investment in Nonoperating Land and Improvements
In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981, and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in 1979 in the amount of $225,380, which was recorded in the Statement of General Fund Activity.

Leases
Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1981, are as follows.

	Capital Leases	Operating Leases
1982	$ 594,555	$321,870
1983	635,995	231,624
1984	719,143	151,872
1985	669,907	7,065
1986	394,090	—
Thereafter	89,700	—
Total obligation	3,103,390	$712,431
Less—Amount representing interest	661,304	
Present value of net obligation	2,442,086	
Less—Current portion	550,259	
Long-term obligation at August 31, 1981	$1,891,827	

Prepaid Expenses
Prior to September 1980, the Association disbursed the first quarterly UniServ grants for fiscal 1981 of approximately $3,300,000. These grants are reflected in the accompanying General Fund Balance Sheet as prepaid expenses as of August 31, 1980, and were charged against the 1981 budget. Fiscal 1982 UniServ disbursements were not prepaid as of August 31, 1981.

(2) COMPOSITION OF FUNDS

General Fund
The Bylaws of the Association provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, and the administration of various services such as annuity and insurance plans for members. These Funds also include the activity of Teachers Services Corporation, an organization providing marketing and promotional services to the Association.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues not paid by certain state associations is represented by interest-bearing and noninterest-bearing notes, which are payable to the Association in varying amounts through 1983. Noninterest-bearing notes are recorded at their discounted present value. The resultant discount is recorded currently as expense and subsequently accrued as interest income over the life of the note. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1981 and 1980.

Dues Year Covered	1981 Current	1981 Long-Term	1980 Current	1980 Long-Term
1972 and prior	$103,378	$ —	$ 39,883	$ 63,495
1975	—	—	50,000	—
1976	—	—	580,070	—
1978	2,953	—	2,979	2,929
1979	193,332	145,003	193,332	338,336
1980 and 1981	—	—	—	—
	$299,663	$145,003	$866,264	$404,760

In 1976, the New York State United Teachers ("NYSUT") terminated its affiliation with the Association. The Association thereafter instituted a lawsuit seeking from NYSUT certain payments, stemming primarily from NYSUT's obligation to transmit dues from Association members in New York and from the merger agreement between the Association and the American Federation of Teachers, which originally created NYSUT. Pursuant to an agreement dated April 25, 1979, the lawsuit was settled, and NYSUT agreed to pay the Association $2,300,000 in three installments: $1,000,000 on or before September 1, 1979; $650,000 on or before September 1, 1980 (amounts received before August 31, 1980); and $650,000 on or before September 1, 1981. The final payment was received prior to September 1, 1981.

(4) AMOUNT DUE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period of up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DUSHANE FUND

The DuShane Fund (the "Fund") was established by the Representative Assembly to protect the human, civil, and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters relating to their employment. The Fund also provides short-term loans to teachers and state associations. The loans outstanding totaled $1,122,810 in 1981 and $1,344,175 in 1980. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1981 and 1980, $45,823 and $47,000, respectively, was collected and recorded as income in the accompanying financial statements. Subsequent to August 31, 1981, this loan program was discontinued.

(6) BANK LINE OF CREDIT

The Association has an $8,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the years ended August 31, 1981 and 1980, was $7,400,000 and $5,700,000, respectively. Interest expense for 1981 and 1980 was $240,000 and $57,000, respectively.

In October 1979, the Association guaranteed a loan from a commercial bank to a state affiliate in the amount of $2,000,000. The loan is secured by a recorded deed of trust to the bank on the state affiliate's headquarters building. On August 31, 1981 and 1980, the amounts outstanding were $739,000 and $1,949,000, respectively.

(7) RETIREMENT PLAN

The Association participates in a multiemployer contributory defined-benefit retirement plan which covers substantially all permanent employees. Approximately 75% of the employees covered are employed by the Association; the remaining 25% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. The Association's retirement plan expense for the years ended August 31, 1981 and 1980, was approximately $1,795,000 and $1,798,000, respectively. The accumulated plan benefits and plan net assets available for benefits, as of the date of the latest actuarial review, are presented below.

	January 1, 1981	January 1, 1980
Actuarial present value of accumulated benefits:		
Vested	$19,994,377	$18,603,876
Nonvested	1,795,097	1,661,424
	$21,789,474	$20,265,300
Net assets available for benefits	$39,496,771	$32,755,765

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $29,244,975 as of January 1, 1981.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1981 and 1980. The latest actuarial report stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.
The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of NTAF and also by the Association's letter of credit in the amount of $1,795,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1981, the Association is contingently liable for $950,000 of the $1,900,000 loans guaranteed by NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

Other
The Association has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on the Association.

TV/RADIO TIPS

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

An Innocent Love—*CBS-TV, Wednesday, January 13, 9-11 p.m. ET.* Touching new made-for-TV movie about the emotional development of a 14-year-old math genius who gradually learns to take chances in realms other than the purely intellectual.

Brideshead Revisited—*PBS, Mondays beginning January 18, 8-9 p.m. ET.* Based on Evelyn Waugh's best-selling novel, this 13-part series follows the decline of the aristocratic Marchmain family from the early 1920's to 1944. Starring Lord Laurence Olivier and Claire Bloom as Lord and Lady Marchmain; all-star cast also includes Sir John Gielgud, Mona Washbourne, Jeremy Irons, and Anthony Andrews. Due to mature themes, this series is recommended specifically for use in high school and college courses.

La Boheme—*PBS, Wednesday, January 20, 8-10:30 ET.* 'Live from the Met' presents Franco Zeffirelli's production of Puccini's classic love story. With English subtitles; simulcast in stereo in many cities.

Horizons—*National Public Radio, weekly; check local station schedules for airtimes.* Each "Horizons" broadcast during February (Afro-American History Month) will be devoted to an examination of black culture. NPR will also air four weekly one-hour specials in February, spotlighting black worship services, the work of ethnographer John Gwaltney, the poems and stories of Maya Angelou and other black writers, and the jazz trumpet of Clifford Brown. *Check local listings for dates and times.*

Botanic Man—*CBS Cable, Thursdays, 8-8:30 p.m. and 11-11:30 p.m. ET, repeated Fridays, 5-5:30 p.m. ET.* Weekly series on evolution, featuring botanist David Bellamy.

Children's Radio Theatre—*National Public Radio, weekly, beginning in January (check local listings for dates and times).* New series of 13 original radio dramas for children, ranging from sprightly adaptations of classic folk tales through humorous musical revues to serious treatments of engaging social topics.

Anthony Andrews stars in "Ivanhoe," upcoming CBS-TV Library of Congress "Read More About It" special to be aired in late February.

One of a Kind—*weekly, syndicated in many states (check local TV listings for station and airtime).* Half-hour children's shows created by former teacher and NEA member Myrliss Hershey of Kansas. Series emphasizes self-concept, nutrition, exercise, and problems many children share. An excellent teacher's guide is available from "One of a Kind," Educational Service Institute, 434 N. Oliver Street, Wichita, KS 67208.

Short Stories, Tall Tales—*CBS-TV, Tuesday, February 2, 4:30-5:30 p.m. ET.* 'CBS Library' series presents an anthology of American short stories, "hosted" by Washington Irving. Featuring "The Chaparral Prince" by O'Henry, "Antaeus" by Borden Deal, and "The Invisible Boy" by Ray Bradbury.

The Hunchback of Notre Dame—*CBS-TV, Thursday, February 4, 9-11 p.m. ET.* 'Hallmark Hall of Fame' presents an adaptation of the classic Victor Hugo novel. Starring Anthony Hopkins, Sir John Gielgud, and Lesley-Ann Down.

Ivanhoe—*CBS-TV, an evening in February, 8-11 p.m. ET.* Special adaptation of the classic Sir Walter Scott tale about a young 12th century Saxon knight who seeks to right the wrongs of his times and becomes embroiled in a series of suspenseful adventures. A Library of Congress "Read More About It" special starring Anthony Andrews, James Mason, and Olivia Hussey. ☐

IN BRIEF

NEA offers help with your taxes

WASHINGTON, D.C.—Are you confused about the recent changes in the tax law? Need advice about which of your job-related expenses are deductible?

Look no further than NEA's new 1982 *Federal Income Tax Guide.* This 168-page handbook is directed at the special tax situations faced by teachers and other school employees. Written in a highly readable style, it includes filled-out examples of the various tax forms.

To get your copy, send $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Please specify stock no. 1386-7-OD and include payment with your order. NEA pays the postage. ☐

'I Love Liberty' student contest opens

WASHINGTON, D.C.—"People for the American Way," the new nonpartisan, nonprofit organization working to protect all Americans' First Amendment rights, is sponsoring a national contest to encourage K-12 students to understand and appreciate the concepts of liberty, freedom, and justice.

Entries—in the form of art, music, or writing—will be judged for their creative expression of the "I Love Liberty" theme and for their ability to inspire Americans to think about the liberties they cherish.

There will be nine winners in each state and nine national winners. Each national winner will receive a $500 savings bond.

A colorful classroom poster with a teacher's guide for the contest printed on the back is available free from People for the American Way, 1015 18th Street, N.W., Washington, DC 20036.

Entries must be postmarked by April 15 and must indicate name(s) of student(s), name of teacher (please indicate if you are an NEA member), grade level, name and address of school, phone number, and whether the entry is from an individual, small group, or entire class.

Mail to: 'I Love Liberty' Contest, P.O. Box 2219, Grand Central Station, New York, NY 10163. ☐

Attention, retirees

WASHINGTON, D.C.—Since September 1981, NEA has been mailing a special edition of this newspaper to retired members.

If you are retired but have received this "general" edition of the *NEA Reporter,* it means we don't have you properly coded in our computer, and we'd like to correct the situation.

Please help us by taping your mailing label from this issue onto a sheet of paper or a postcard with a brief note stating that you should be receiving the "retired" edition. Mail the note or card to Penny Grayson, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Thanks! ☐

NEA looking for volunteer readers

WASHINGTON, D.C.—NEA is committed to developing outstanding professional materials for its members. There are over 500 books and audiovisual items now available for purchase through the NEA Professional Library, with about 50 additional publications issued each year.

Topics include discipline, motivation, sex role stereotyping, values, classroom research, multiethnic education, education of gifted and handicapped students, and many more.

To help ensure that all new NEA materials are as current and useful as possible, NEA members are urged to volunteer as manuscript readers. Such readers are identified in the printed publication as members of the Advisory Panel.

To volunteer, send your name and address to Gordon Felton, NEA Professional Library, 1201 Sixteenth Street, N.W., Washington, DC 20036. If you teach other than elementary, please indicate grade level and subject area. ☐

Nominations sought for NEA Applegate Award

WASHINGTON, D.C.—NEA's Committee on International Relations will accept nominations for the 1982 Irvamae Applegate International Understanding Award until April 23.

The award is presented each summer during the NEA annual meeting to a teacher who has furthered international understanding through outstanding leadership, actions, and support. Nominees need not be American citizens, but they should reflect the philosophy and principles of the NEA's international relations program.

The Applegate award is named for a former NEA president and leader of the World Confederation of Organizations of the Teaching Profession.

Individual NEA members, as well as local and state affiliates, may make nominations. Nominating forms are available from NEA regional offices, from members of the NEA Board of Directors and Executive Committee, and from the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

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- BEST OF BRITAIN. TWO WEEKS $499
  From the pomp & pageantry of Edinburgh to the monolithic Stonehenge
- IRELAND & BRITAIN. TWO WEEKS $599
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- LONDON SHOW TOUR. ONE WEEK $189
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DEPARTURE DATES: June 19† July 4, 11, 18, 25, August 1, 8, 15, 22, 29, September 4†

† **NOTE:** $599.00 plus 15% for service & taxes apply to departures on June 19th & September 4th. For all other departure dates please add $79.00 peak season surchage.

FOR SUPERIOR HOTELS PLEASE ADD $90.00 PER PERSON AND FOR SPECIAL CATEGORY HOTELS SUCH AS THE HILTON IN SAN FRANCISCO PLEASE ADD $130.00 PER PERSON TO THE ABOVE RATES.

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DEPARTURE DATES: June 24†,28, July 5, 19, August 2, 16, 19, September 7†

† **NOTE:** $999.00 plus 15% for service & taxes apply to departures on June 24th & September 7th. For all other departure dates please add $100.00 peak season surchage.

London Holiday Tour. Two Weeks $865.00
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TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights of hotel accommodation in a first class hotel in twin bedded rooms with private bath or shower; continental breakfast daily; half day panoramic sightseeing of London; hotel service charges and taxes; tips to porters for handling one suitcase per person at the airport and the hotel.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

London/Paris/Amsterdam. Two Weeks $955.00
plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service from New York to Amsterdam and from London to New York; transfers and baggage handling between airports and hotels; 13 nights hotel accommodation based on double occupancy in tourist class hotels in twin bedded rooms with private bath or shower—6 nights in London, 3 nights in Amsterdam and 4 nights in Paris; continental breakfast daily; ground transportation by private coach; services of a local host in each city; canal cruise in Amsterdam; half day panoramic sightseeing of Paris; sightseeing of Versailles and Fountainbleau; half day panoramic sightseeing of London; Full day English countryside tour; hotel service charges and taxes; tips to porters for handling one suitcase per person at hotels and channel crossings; Hovercraft fare; and entrance fees to included sightseeing.

NOTE: For $100.00 more per person you can have first class hotels.

DEPARTURE DATES: June 28, July 5, 12, 19, 26, August 2, 9, 16, 23, September 6, 13, 20

England/Scotland/Wales. Two Weeks $955.00
plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights accommodation based on double occupancy in first class hotels in twin bedded rooms with private bath or shower—4 nights in London, 1 night in Stratford, 1 night in Llangollen, 1 night in Carlisle, 2 nights in Edinburgh, 1 night in Bingly, 1 night in Nottingham, 2 nights in Brighton; continental breakfast everyday; panoramic sightseeing of London; excursion to Windsor; ground transportation by private motorcoach; services of a tour escort on the cross country through Britain; hotel service charges and taxes; tips to porters for handling one suitcase per person at the hotels; and entrance fees to included sightseeing.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

Please add 15% for service and taxes to all prices shown. Prices are per person based on double occupancy with departures from New York. Other departure cities are available at applicable add-on fares. These tour rates are based on air and other costs prevailing at the time this material was prepared; rising fuel and other costs can result in increases in airfares and other costs—which would increase tour prices. Your deposit of $100.00 per person will reserve space on a tour of your choice, until the brochure is sent to you. At that time you can send us the official application form and return it to us, or cancel your reservation and receive a full refund. As these tours were very popular last summer, reservations shall be accepted on a 'first come, first served' basis, subject to availability. So please hurry!

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Other exciting tour itineraries are available and are detailed in the 1982 tour brochure. All tour prices are exclusive of air fare to Europe; we will arrange at time of booking direct, low cost R/T flights to Europe from the U.S. via Pan Am, from as low as $399-NYC; $399-Boston; $619-Chicago; $549-Detroit; $578-Los Angeles; $439-Miami; $516-Washington; $619-Seattle; $620-Atlanta; $650-Houston; and $629-San Francisco. Your deposit of $200 per person will reserve space on a tour (if available), until the official tour brochure is sent to you. At that time, you can either sign the official tour contract and return it to us, or cancel your reservation and receive a full refund.

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It has become necessary to discontinue the WATS Line service for 1982 due to excessive costs. The savings will be passed on to you in lower cost tours.

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8 days/7 nights: Rhine River Country Tour from $699, departing New York; 14 days/13 nights is an additional $299

8 days/7 nights: Hawaii and Maui, Kona, Hilo from $599, departing New York; 14 days/13 nights is an additional $349

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There are a variety of departure dates and prices offered from other cities. Add 15% tax and service to the above prices on all programs.

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Middle East - Africa: Israel, Egypt, Morocco, Kenya

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South — Central America: Guatemala, Brazil, Argentina, Peru, Chile, Galapagos, Ecquador, Colombia, Bolivia.

Hawaii — Mexico — Alaska — Canada: Oahu, Maui, Hawaii, Kauai, Acapulco, Puerta Vallarta, Canadian Provinces.

Low Cost Package Tours: California and West Coast, Hong Kong, Europe, Scandinavia, Bermuda (Mostly charter tours)

Air-Only Charters: Various departure cities from West Coast, East Coast, and Mid America to Europe.

Railway Passes: Special NEA discounts on rail passes - Eurail, Britrail

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25	$61,746	$239,335	$ 99,240	$385,515
30	$83,257	$451,143	$133,754	$726,581

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[1]The current accumulation rate includes both guaranteed and excess interest. Excess interest is not guaranteed and may change from time to time. The current accumulation rate applies only to contracts held for at least 10 years or until maturity, if sooner. A lower rate of excess interest will be credited to deposits withdrawn or contracts surrendered within 10 years of the date of issue if they have not reached maturity.

[2]The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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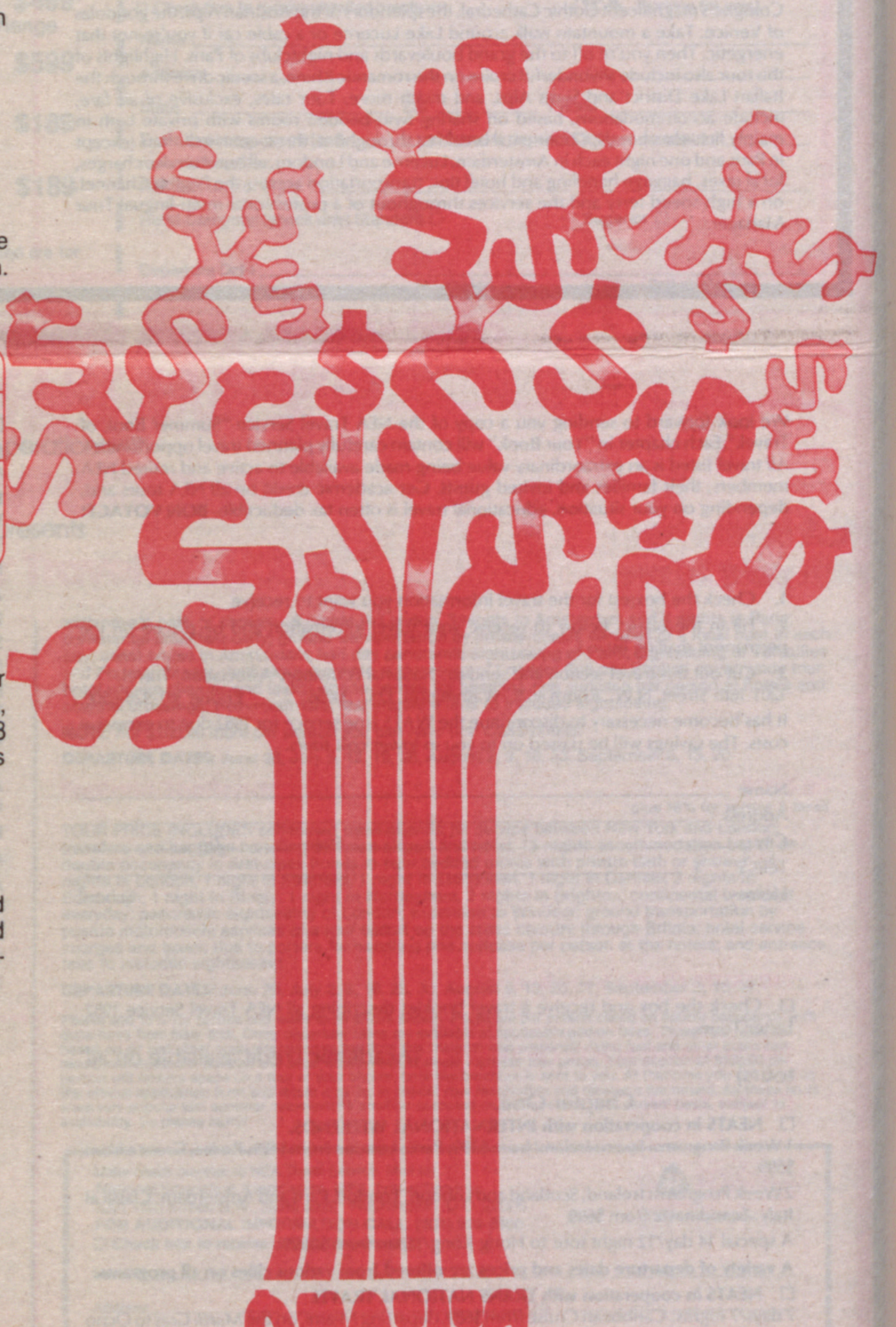

An investment that grows with age

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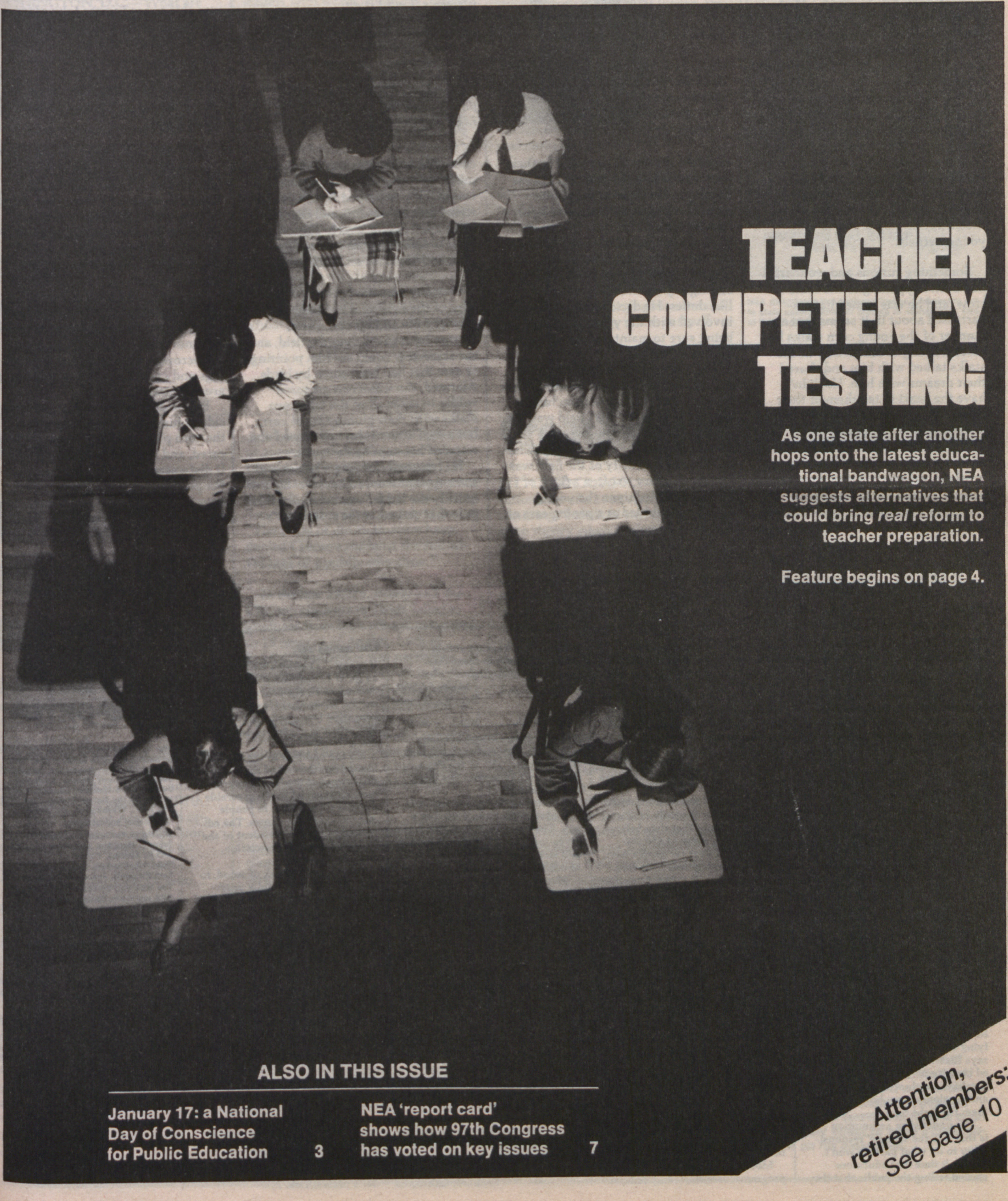

TEACHER COMPETENCY TESTING

As one state after another hops onto the latest educational bandwagon, NEA suggests alternatives that could bring *real* reform to teacher preparation.

Feature begins on page 4.

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January 17: a National Day of Conscience for Public Education 3

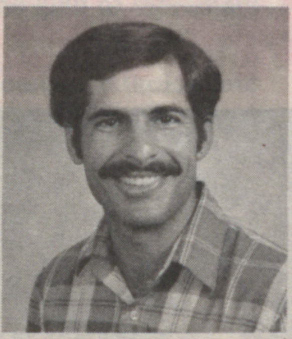
NEA 'report card' shows how 97th Congress has voted on key issues 7

Attention, retired members: See page 10

YOUR TURN

Scarecrow: a field study

After six years of excellent and uncompromising service to my district, I made a mistake in judgment by misappropriating school-related property valued at $275. This resulted in a suspension without pay for the current semester. I accepted this rather than face the alternative of a dismissal. My "scarecrow" was born out of the hurt and anger I felt and still feel—hurt, because I had let myself, my school, my family and friends down; anger, because of the severity of the board's response.



Rich Bellante taught social studies and served as student activities director at San Clemente (Calif.) High School. As a member of the Capistrano Unified Education Association, he has been represented by an attorney financed by NEA and the California Teachers Association through the Unified Legal Services Program.

Once, not long ago, a scarecrow stood resolutely in a field of tall corn. He had a job to do, and he was committed to doing the very best he could.

The scarecrow had been well taught. He appreciated his role and the opportunity to contribute to the young corn's development. He was only too familiar with the ever present dangers that could devastate an entire field. One had to keep alert and have his wits about him to ward off the birds that might prey on the young kernels.

Something curious and wonderful had been happening to the scarecrow, and he was somewhat embarrassed about it. It seems that a number of the young corn stalks had taken a liking to him. Many of the stalks talked with him and shared their dreams with him. He didn't have the heart to tell them of their bleak futures, but instead encouraged their dreams and ideals.

The scarecrow felt he had to make an important decision. Should he get involved and reach out to these young plants? Would the investment of his time with the plants detract from the excellent service he provided in their protection? Was there danger in his becoming too close to the plants, making it a very difficult parting at harvest time?

As he pondered, he realized that the alternative to investing time with the young plants was to remain aloof and rigidly adhere to his watchman-like duties. He decided he would get involved with the young stalks while being sure to maintain his responsibilities as before.

The days rolled by, and the scarecrow found that he was learning from his stalks, as they were from him. It seemed as though "his" field was several inches taller and several shades greener than the nearby fields.

While the security of the field was still good, every so often a flock of birds descended upon the young stalks and nibbled at ripening ears of corn. The scarecrow worried that he might be losing his effectiveness but was quickly reassured by the young stalks that he was fine and that those birds must just be overly aggressive. He was satisfied with this explanation, and life went on much as before.

One day a truck appeared at the edge of the field, and out hopped Farmer John and his son, Peter. Farmer John gazed over the field, and the scarecrow could see him pointing to ears that had been eaten by birds. Alarmed, the scarecrow gestured wildly to show all of the tall green stalks with their plump ears of corn; but alas, Farmer John had turned and retraced his steps to the truck.

He returned carrying a ladder and some type of windmill device. Ever so quickly the ladder was set against the pole that served as the scarecrow's support. Farmer John climbed up and began to tear the stuffing from the scarecrow's shirt. Quickly and methodically he worked, until there remained only limp rags where once had been a proud scarecrow.

Watching in dismay, the young corn plants were quiet—their capacity for protest blunted by the overwhelming power of the act they had just observed.

The scarecrow was taken down unceremoniously from his pole and tossed into the bed of the truck. He was able to see Farmer John place the windmill device atop the pole, and almost immediately a whirring and clacking noise was heard as the windmill spun crazily around. There was a look of satisfaction on Farmer John's face as he turned and trudged to the truck.

Hurt and sick inside, the scarecrow wondered about his future on the long ride back to the farmhouse. Would he simply be discarded, flung into the trash like some worthless object? If reprieved, would he ever have the chance to go back to the fields and be with the young corn plants again?

Surely an appeal could be made; someone would certainly acknowledge his years of excellent service. He did know that he was still a good scarecrow, a scarecrow that had feelings and cared deeply about the things around him.

But he did not know if anyone outside of himself and possibly a few of the corn plants in "his" field really cared, and that's what bothered him. It distressed him to understand that the price one paid for a lapse of responsibility could be so dear and long-lasting. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

School lunch

The *NEA Reporter* doesn't speak much truth but in your November school lunch feature I really found some. It said, "The U.S. has grown to depend on this locally administered national program to nourish its young people." Now that is definitely true and what a sad omen of our present attitude. An indication of the violent illness of government dependence.

Paul Steinfeldt
West Jordan, Utah

The Association berates the Reagan administration for modifying the school lunch program. It says that . . . the program is needed because parents don't prepare breakfasts or lunches for their kids and . . . don't know how to feed them the right foods.

The underlying assumption . . . is that it is the schools' responsibility to do what parents won't.

Isn't it time that educators started telling the public that they can't do all the things parents don't want to be bothered with anymore? Isn't it time for the NEA to spend some of our dues on telling parents why they should read to their kids, rather than on electing politicians who equate spending more money with better education?

Stephen L. Slakey
Glendora, California

I feel almost all teachers support free lunches for the truly needy students. I doubt that they believe in subsidizing some 14,850,000 meals . . . per year for people who should be paying their own way.

Jack Carnahan
Hobbs, New Mexico

Budget cuts

President Reagan, through certain budget cuts, is trying to restore the proper role of the federal government and also give taxpayers a better return on their tax dollars. It is grossly inefficient and wasteful to pay taxes to the federal government and receive only a percentage of the money in return.

Programs need not be terminated; they just need to be picked up by the states. By keeping the money in the state of origin, the waste and mismanagement so prevalent at the federal level could be avoided.

Most of the federal do-good programs were started by federal politicians to capture voting blocks. It's time to cease this glorified vote buying.

Marty Serbick
Berwyn, Illinois

How can Mrs. George Watkins [LETTERS, November issue] possibly support "all" of the President's cuts? Who does she think she's kidding?

I am trying to support my wife and nine children on a teacher's pay. The President's program has given me a $20 tax break this year and stripped my family of $432 of school lunch benefits.

Thank you, NEA, for your stand. You *do* speak for most teachers.

Sheldon E. Leonard
Mount Union, Pennsylvania

NEA policies

NEA as a group should not meddle in the affairs of Social Security or other policies not directly affecting education. Title IX is like a Halloween bag that contains a few pieces of poisoned candy. NEA-PAC should be dismantled. ERA should be abandoned. The list goes on.

For the few benefits to this country that come as a result of NEA efforts, there is a myriad of ills we have to swallow, including the pig in a poke, collective bargaining.

Ves Lewis
Fremont, California

Last names only

If many . . . teachers write as well as Juliet L. Simpson ("A Teacher's Answer to Public School Critics" in your November issue), public education is in good hands indeed. Her article is cogent, courageous, and perceptive. . . .

It's too bad that in the identifying note at the end of the article, the editors of the *NEA Reporter* have succumbed to the execrable practice of referring to people only by their last names. The editors say, "A past president of the Fairfax Teachers Association, Simpson served as. . . ."

Juliet is not a block of wood, to be disregarded as totally unimportant and discarded. The person who uses a last name only is arrogant and unfeeling. Why didn't you say "Miss Simpson" or "Mrs. Simpson" or even the abominable "Ms." (a sound made by a jaded bee)? If you don't know whether Juliet is married, why didn't you say "Juliet Simpson," as you did in the first sentence of the note?

Richard F. Gregory
Pittsburgh, Pennsylvania

Editor's note: We follow accepted newspaper practice in referring to people by their last name after the first mention. This nonsexist usage saves space and avoids the necessity of determining an individual's marital status—a detail which, while interesting, is—or should be—irrelevant to a member's professional life.

NEA REPORTER

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Design by **William J. Kircher & Associates.** Photo credits: page 1 **Joe Di Dio;** page 2 **Dave Anderson;** page 3 **Don Murphy;** page 5 (top) **Jack Dryden,** (bottom) **Rich Nelson;** page 6 **Joe Di Dio;** page 10 **Carolyn Salisbury;** page 11 **Joe Di Dio;** page 13 **CBS-TV.**

Contributing writers: page 3 (lower left) **Barbara Lawless;** pages 4-5 **Marian Clayton;** page 6 **Dave Foerster;** page 10 (left) **Dave Foerster,** (right) **Barbara Lawless;** page 11 **Barbara Lawless;** page 13 (top) **Bernadette Longford-Williams** and **Karen Jaffe.**

Day of Conscience kicks off 1982 NEA campaign to build support for public education

WASHINGTON, D.C.—What are *you* doing Sunday, January 17, to observe the National Day of Conscience for Public Education?

The Day, called for by delegates to last summer's NEA Representative Assembly, has attracted broad media attention, as well as participation by many other national groups that share the commitment to preserving and defending the public schools.

You can take part in the observance by—

▶ Supporting whatever project your local or state Association has planned.

▶ Phoning a radio talk show and voicing public education's need for public support.

▶ Taking time to talk with your neighbors, friends, club, church group, and any community opinion leaders with whom you have personal contact. Find out what they think about the public schools, and suggest things they could do to help make schools better.

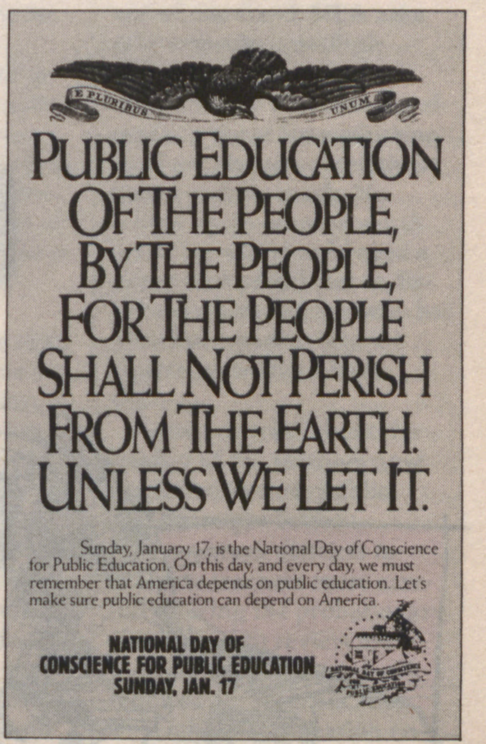
January 17 will also serve as the launching date for a three-pronged NEA campaign that will continue all year. The focus will be on improving public education, defending America's tradition of strong public and federal support for public schools, and backing friends and supporters of public education in the November elections.

NEA instruction and professional development programs designed to help members make public education better will be receiving renewed emphasis. These include local action plans for assessing and improving school programs, a series of regional IPD workshops, and the cadre training effort through which hundreds of NEA members across the country are being trained to help their colleagues sharpen their skills in various areas.

Meanwhile, NEA's federal legislative program faces a critical winter and spring. The Administration's efforts to cut in half and eventually eliminate federal support for public education represent a radical assault on America's tradition of tuition-free, universal public education.

This attack takes several forms, including massive cuts in aid and attempts to eliminate important categorical programs, dismantle the Education Department, and create tuition tax credits, vouchers, or both to siphon off public funds for private and parochial schools.

In this critical election year, of course, political action must run hand in glove with lobbying efforts. NEA will be urging members to contribute to NEA-PAC, which desperately needs funds to help congressional candidates who support public education. In the months ahead, NEA will also be encouraging members to participate actively in the party of their choice and to champion the cause of public education within the local and state party structures. □



NEA distributed five National Day of Conscience ads to state associations for placing in newspapers. One of them appears above.

In U.S. v. Texas

NEA seeks bilingual ed improvements

TYLER, TEXAS—NEA has filed a friend-of-the-court brief in a Texas lawsuit seeking better education for Chicano children.

Together with the U.S. Department of Justice, the League of United Latin American Citizens (LULAC), and the G.I. Forum, NEA is asking the Fifth U.S. Circuit Court of Appeals to uphold a federal district court decision here ordering a comprehensive bilingual education program for Chicano students, K through 12, who have limited English skills.

The district court found Texas' existing K-3 bilingual program (since expanded to K-6) ineffective and mandated the state to redress earlier discrimination against Chicanos.

Texas supported separate "Mexican schools" until 1948 and prohibited the use of Spanish on public school grounds until 1968. As late as 1970, a Chicano teacher was indicted for using Spanish to help a student who spoke no English. In 1972, the state law making it a crime to teach in a language other than English was finally abolished.

"A favorable decision by the court of appeals will mandate equal educational opportunity for thousands of students and equal teaching opportunity for teachers," comments NEA Teacher Rights Director John Cox. "The years of discrimination have denied Chicano students the full advantage of a public education."

In the late 1970's, nearly half the Chicano students in Texas failed to graduate from high school, compared to 15 percent of Anglos. Lack of English proficiency was partly responsible, the district court indicated.

"Texas has inadvertently fostered a dual class system by failing to carry out a quality bilingual program," says NEA Instruction and Professional Development Director Sharon Robinson. "These students have a right to appropriate instruction while they're learning English."

The district court order now being appealed sets down guidelines for encouraging more teachers to become certified in bilingual ed and raises the requirements for fluency in English before students may leave the bilingual program.

The district court also found that Texas has discriminated in the hiring of Chicano teachers. The lack of fully qualified bilingual teachers is a major administrative defect in the present program, NEA points out.

The NEA brief concludes, "Without the remedial measures ordered by the district court, countless students in Texas who do not speak English will be left to sink or swim in classrooms where they are unable to understand the language of instruction. Many will not survive." □

Creationism law challenged

LITTLE ROCK, ARK.—The constitutionality of a 1981 Arkansas law requiring "balanced treatment" of creation theory when evolution is taught is being challenged in federal court.

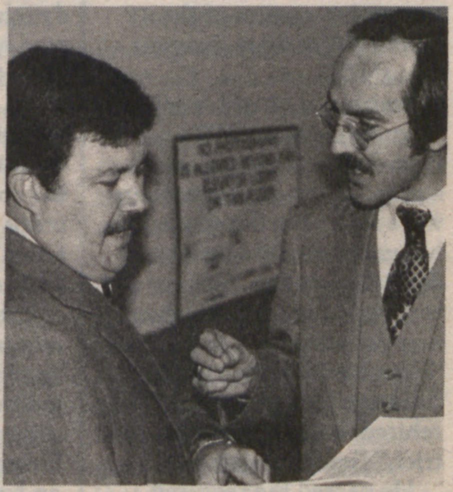
The NEA-affiliated Arkansas Education Association (AEA) is one of 23 plaintiffs seeking to have the law declared unconstitutional. Prominent among the other plaintiffs in the nationally watched case are clergy from the Baptist, Presbyterian, United Methodist, Episcopal, Jewish, and Catholic denominations.

AEA opposes the law because of its impact on members' rights. "We have been advised that Act 590 will likely serve as the basis for numerous attacks on the teaching profession and for legal actions against teachers," reports AEA President Lyle French. "Our attorneys believe the new law deprives teachers of academic freedom and opens up their performance to the scrutiny of persons of such divergent views that teachers will find it impossible to avoid harassment—no matter what they do."

Act 590, scheduled to take effect next fall, is "unconstitutionally vague," the suit charges. The law also threatens the property rights of teachers, who will be required to follow it in order to keep their jobs but who cannot possibly know what "balanced treatment" means. "Arkansas has 371 school districts," French points out. "There will be a minimum of 371 definitions."

Even more frustrating to AEA is that dollars and attention are being diverted from the real issues in education. "Arkansas ranks near the bottom in almost every measure of commitment to education—from expenditure per child to teacher salary to the number of students completing high school," French says. "Yet none of these issues that touch the lives of every child in Arkansas has generated the kind of attention that the creationism law has."

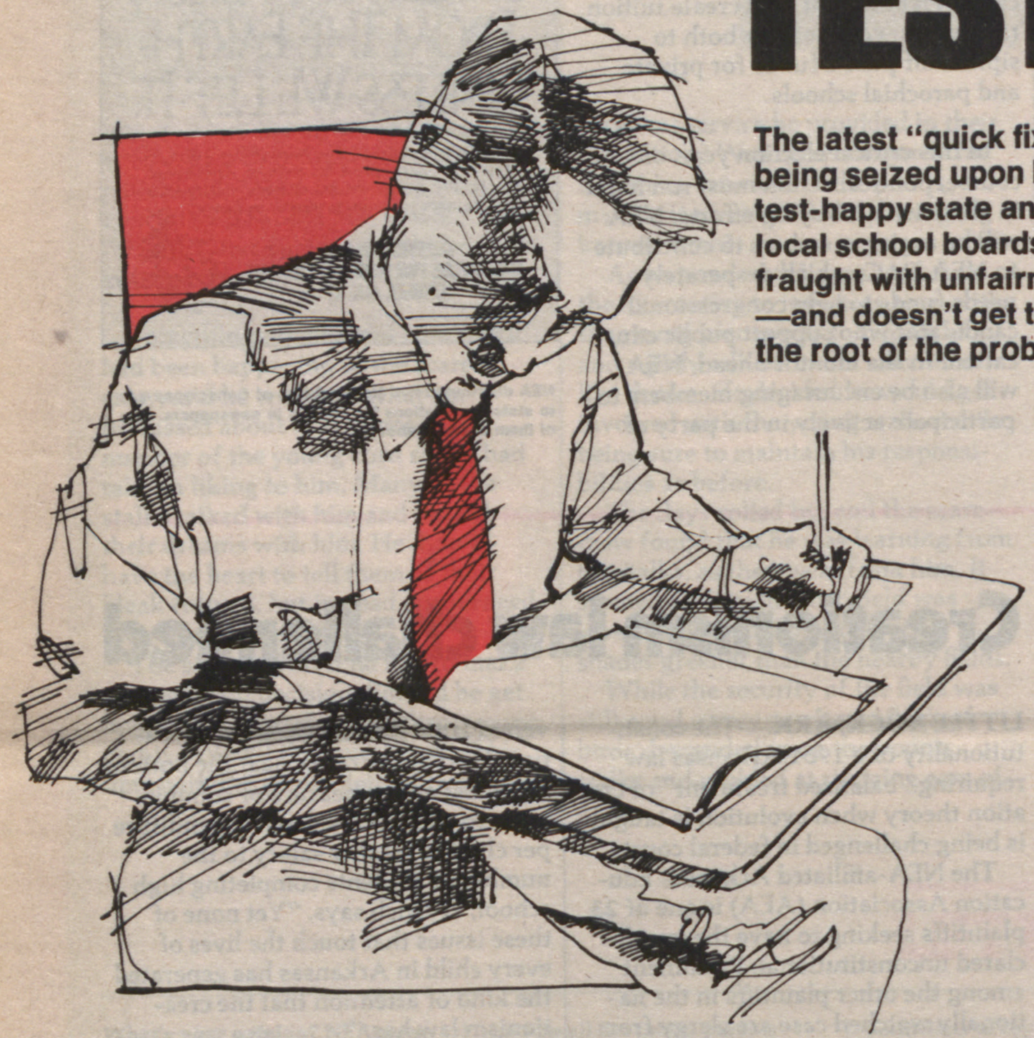
The suit does not oppose the teaching of creationist theory but vigorously opposes any statute *mandating* that it be taught. Louisiana is the only other state so far to pass such a law, but similar legislation has been introduced in a score of legislatures. □



Bill Wood (left), science teacher at McClellan High School in Little Rock, looks over a biology text with Arkansas Education Association attorney Bob Cearley. Wood testified in federal court on the likely effect of state's creationism law on his classroom.

A closer look at

TEACHER COMPETENCY TESTING



The latest "quick fix" being seized upon by test-happy state and local school boards is fraught with unfairness—and doesn't get to the root of the problem.

Paul Smith, a 7th grade social studies teacher in Huntington Beach, Calif., with 12 years of experience, found himself out of a job this fall when he fell two points short of an arbitrary cutoff score on the English expression section of the National Teachers Examination (NTE).

Smith and 50 of his colleagues had been RIF'd last June due to declining enrollments. "Most of the teachers were rehired in September, but under a new district credentialing policy, those of us certified in secondary education were required to have 'Ryan Multiple Subject Certification' before we could be rehired in the elementary district," Smith explains.

He passed the required reading course and College Level Examination Program, but his NTE score kept him from being rehired as a full-time teacher. However, the district took Smith back as a "long-term substitute"—without health insurance or other benefits.

He passed the NTE on his second try (actually his third; he had passed it years ago, but that score was now considered irrelevant). Smith was finally given a full-time teaching assignment in late October—"too late for my daughter's birth to be covered by medical insurance," he notes.

Smith's story could be repeated in districts across the country if the current craze for "teacher competency" testing continues to spread.

Even where there is no state requirement, local districts like Huntington Beach are instituting their own teacher competency tests for use in hiring. The tests may focus on basic skills—reading, writing, spelling, math—or on a broader range of competencies, as does the widely used NTE.

NEA and its affiliates are constantly monitoring testing policies and laws in an attempt to counter unfair practices. Among the more recent events on the teacher testing front:

► In **Colorado**, an accountability bill that would require teacher testing was killed last spring after the Colorado Education Association (CEA) fought it. A new CEA-backed testing law requires education students to pass a competency test—developed by the state colleges and the state department of education—before they go into student teaching. Students have several opportunities to pass the test.

► The **New Mexico** state board of education adopted a teacher testing and evaluation plan in early November, despite protests from NEA-New Mexico (NEA-NM) and an overwhelming majority of the education community.

"Adoption of these recommendations would put you on record as believing New Mexico's public schools are failing," NEA-NM President-Elect Vodene Patterson told the state board. Actually, student achievement as measured by standardized tests has been *improving*, and the school dropout rate is declining.

The new state plan, to go into effect in July 1983, calls for teacher and administrator candidates to pass a test of "general education, communication skills, methods and practices, and content specialization" before they can be licensed to teach. The test will be developed by the state department of education.

► In **Arizona**, a new proficiency test is supposed to weed out incompetent and illiterate teachers. Six state legislators recently took the test, and three of them flunked. The chief backer of the bill mandating the test had said "anyone with an eighth grade education should be able to pass the thing." He failed.

► The **South Dakota** state board of education has tabled two testing proposals this fall. Testimony at a public hearing was practically unanimous against instituting statewide testing of students and requiring competency testing for teacher certification.

The South Dakota Education Association (SDEA) opposed both proposals from the beginning, calling them "superficial and simplistic—coming from the bureaucracy, not from the classroom." The proposals "create the impression that South Dakota schools are not doing a good job, but the facts show schools are providing quality education to their students," SDEA President Donna Miller said. South Dakota students rank first nationally in SAT verbal scores and second in math scores.

What is needed to improve education, Miller argued, are effective evaluation and professional development programs. "Too many good teachers flounder," she said, "because they get no support or assistance while they are teaching."

While the two testing proposals have been tabled, there is now talk of changing the initial certification procedures. SDEA will be monitoring all such proposals. "Our schools will not improve with expensive, irrelevant schemes or quick fixes," Miller says. "They will improve when good, well-prepared teachers, working with high quality materials and equipment, can afford to stay in South Dakota's classrooms."

► In **North Carolina**, the state legislature has designated 24 school systems to pilot a statewide teacher evaluation program scheduled to take effect this summer. In the pilot districts, classroom teachers' own NTE scores and their students' achievement test scores will be used in an attempt to "validate" the new standard instrument on which principals will be evaluating teachers. The North Carolina Association of Educators (NCAE) opposes this use of test scores and at press time was exploring possible legal action.

► The **Texas** State Teachers Association was able to place into the state's new testing law the concept that no single test can be used to determine certification. The law says there must be a "comprehensive evaluation." The state board of education is still trying to decide just what that constitutes.

NEA's policy on teacher testing is clearly stated in Resolution C-2: "The Association . . . believes that examinations such as the National Teachers Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage."

Yet perhaps more than any-

Testifying before the State Board of Education, Colorado Education Association President Jim Mills presents the CEA viewpoint on teacher competency and certification.

one else, classroom teachers *want* high standards for their profession. They are hurt by the general stigma of "incompetence" that is unjustly attached to public school teachers when the media plays up sensational cases of semi-literate people who have somehow managed to get licensed and hired.

What should be done? "The whole system of teacher preparation and licensing needs an overhaul," charges NEA Instruction and Professional Development (IPD) Director Sharon Robinson. "The basic problem is that the states haven't adequately monitored the teacher training institutions to which they have traditionally delegated the responsibility for credentialing.

"These institutions set their own admission standards, teach prospective teachers a state-approved program, and then automatically recommend graduates for teacher certification if their transcripts show the right combination of courses and credits.

Proposals to test teachers and initiate statewide testing of students are "simplistic answers to a complex problem," SDEA President Donna Miller tells the South Dakota Board of Education. "The schools will improve when well-prepared teachers, working with high quality materials, can afford to stay in the classroom."

"When a state-mandated test is introduced at the end of this process, there may or may not be a relationship between what was taught and what the test measures. We have a real problem with this lack of correlation—as well as with the *timing* of the test. The teacher candidate, who has taken all these courses in good faith, is suddenly hit with an unrelated, make-it-or-break-it test at the very *end* of his or her training."

NEA believes the screening of students for a teaching career should be ongoing, beginning with higher admissions standards for schools of education. (The education college at the University of Oregon asked an advisory panel of K-12 teachers, school administrators, college faculty, and student teachers how the institution could improve itself. Number one on the suggestion list was "raise admission requirements." The college did so, making its admission standards tougher. Result? For the first time ever, there is a waiting list to get in!)

NEA and its state affiliates oppose the use of competency tests as a criterion for teacher licensure because none are accurate enough to have such critical career decisions based solely upon them. Most characteristics of good teachers—creativity, enthusiasm, patience, dedication, ability to motivate and inspire children—cannot be measured by multiple-choice, pen-and-pencil tests, and many potentially good teachers may be eliminated by the arbitrary cutoff score.

It is just as simplistic and wrongheaded to award or deny certification to a teaching candidate on the basis of a single "competency" test score as it is to base that decision solely on a candidate's transcript, NEA believes. It seems ludicrous to hinge such a crucial decision on a test score that can vary so greatly from one time to another, subject to illness and other uncontrollable factors.

Unfortunately, competency tests appeal to state legislators and bureaucrats enamored with the "industrial model" of efficiency. Raising the required cutoff scores is a cheap way to manipulate the supply of teachers—and to convince the public that the state is "raising standards."

If the teaching profession had any ownership of the competency tests, the way the legal profession "owns" its bar exam, the tests might be more valid. The reality is that the tests are controlled by the commercial testing industry or state departments of education, not by teachers.

As presently used to screen prospective teachers, competency tests give the *appearance* of addressing the problem of poorly prepared teacher college graduates, but they fail to get to the heart of the matter. What are the penalties for a teacher training institution that consistently turns out a high percentage of graduates who fail the statewide test? So far, there appear to be few.

Two important answers to the problem rest with the National Council for the Accreditation of Teacher Education (NCATE) and with the state approval process. Making national accreditation—through the NCATE process—mandatory would go a long way toward eliminating poor and marginal programs.

To really improve the quality of teachers entering the profession in the 1980's, NEA suggested in recent congressional testimony, states should demand that teacher training institutions provide more rigorous assessment procedures, better counseling, and more field-based experiences that offer professors of education a chance to observe and evaluate prospective teachers in action.

In other words, states must require that colleges have a firm data base on which to make an informed decision before recommending a candidate for teacher certification. Any institution which consistently recommends that the state award licenses to people who lack minimum skills should be closed down. States could effectively shut down these marginal programs by revoking the right to recommend candidates for licensing.

Of course, teacher training institutions are caught in a dilemma too. Most of them, for a number of reasons, lack the status that attracts the financial resources they need to do a better job.

As the demands for teacher testing have escalated, there has been a push in some districts to require teachers already on the payroll to take a written exam to prove their skills in spelling, grammar, writing, and math. NEA has gone on record opposing any move to require practicing classroom teachers to pass such a test.

If their teaching can be observed firsthand, NEA asks, why resort to a multiple choice test to 'weed out incompetents'? Methods are already in place for evaluating teachers and removing those found unfit to teach. No school administrator worth his or her salt should need a paper-and-pencil test to disclose the rare teacher who has somehow made it into the classroom without basic skills.

States worried about the quality of the teachers now employed in their public schools might better—

- Encourage districts to evaluate teachers more carefully during the probationary period, and to review more thoroughly the coursework required for recertification.
- Tighten certification requirements for the administrators charged with evaluating teachers, and work to make the evaluation procedures themselves more meaningful.
- Provide help for teachers who need it—through teacher centers and better continuing education programs.
- Improve teacher salaries, to attract more talent into the profession and to keep the best teachers from being lured away by higher salary offers from other employers. ☐

Georgia: a state testing plan goes sour

ATLANTA—In 1979, when Georgia's state board of education instituted a criterion-referenced test as a requirement for teacher certification, teachers by and large went along with it, perhaps seeing cooperation as a way to prove how "professional" they were.

Under the two-year-old procedure, Georgia issues provisional certificates that allow prospective teachers to teach as paid interns for three years before a final decision is made to certify them. To become licensed, they must be assessed as effective on the job and must also pass the 3½-hour written test.

Unfortunately, the testing procedure is full of flaws. Both teachers and principals have been disappointed and frustrated by the test itself, which was created by National Evaluation Systems (NES), a competitor of the better known Educational Testing Service (ETS).

Principals who find a particular "intern" teacher outstanding and want to hire him or her resent the arbitrary test cutoff score, which often forces termination of a promising teaching career.

Georgia Association of Educators (GAE) members on the Teacher Educational Council—an advisory group to the state board of education—recently persuaded the board to call for an independent review of the criterion-referenced test (since renamed the teacher certification test). Five psychometrists and other experts examined the test and found—

- The correlation between the competency test scores and indicators of teacher effectiveness is not high enough to guarantee that teachers who have these competencies will be effective teachers.
- Lack of adequate feedback to those who fail the test negates its use for teacher improvement—originally billed as one of the major purposes of the test.
- There is no test for several areas of specialization. Teachers in those areas are required to pass a test that is not in their field.
- While each test has the same cutoff score, the material on the different tests varies in difficulty.
- There is no clear correlation between teacher training curriculums and the tests. Some colleges teach closer to the test than others.

The review committee's findings vindicate GAE's 1980 call for a moratorium on using the test. The committee suggested a thorough, three-year study of the validity, reliability, and objectivity of the test.

Comments GAE Executive Secretary Horace Tate, "Our concern with the test should not be misinterpreted as any lack of desire on our part to have standards in the teaching profession. Our major goal, however, is to assure that the standards set are fair and properly constituted. It is for this reason that GAE is once again calling for a total moratorium on use of the test for certification until the problems can be fully corrected." ☐

In Congress

Budget likely to dominate second session of 97th

WASHINGTON, D.C.—Look for more big budget fights—and maybe not much else—as the 97th Congress goes into its second session beginning in January.

That's the consensus of Capitol Hill observers here, and it looks like a safe forecast. With the Reagan Administration now predicting a federal deficit of over $109 billion this fiscal year, the White House is certain to press for ever deeper cuts in discretionary social programs.

Meanwhile, the initial wave of budget cuts, which went into effect October 1, has begun to take its toll at state and local levels—leading even staunch Reagan supporters like Senators Jake Garn (R-Utah) and Paul Laxalt (R-Nevada) to question publicly whether federal funding for some programs wasn't cut too drastically. At the December conference of the National League of Cities, "Reaganomics" drew intense bipartisan fire from governors, state legislators, county officials, and mayors.

In the final weeks of the first session, the 97th Congress was at work once again on a continuing resolution to provide stopgap federal education funding for the current school year, in the absence of a regular appropriations bill. Meanwhile, the Office of Management and Budget was already leaking the Administration's plans for cutting the Education Department's budget in half next year, reducing it to $8.4 billion.

Under this new scheme, impact aid would be slashed from last school year's $757 million down to $206 million. Education block grants and Title I programs for the disadvantaged would be cut in half. Also slated to go under the budget ax: aid to adult, vocational, Indian, handicapped, and bilingual education, as well as Pell grants for college students, and civil rights enforcement activities in the Education Department.

The Administration will be suggesting deep cuts in every federally assisted social program for fiscal 1983. The degree of congressional resistance to further cuts will be determined by the degree of *public* outcry as housing, food stamps, education, job training, and other vital programs are pitted one against another in the scramble for scarce federal dollars.

NEA members are urged to keep the pressure on their senators and representatives. "Calls and letters to Capitol Hill from teachers and other school employees protesting cuts in federal programs from Social Security to school aid were successful in holding down our losses during 1981, and they can work again," says NEA President Willard McGuire.

In this election year, NEA and its organizational allies are determined to make budget cuts politically expensive when they restrict educational opportunity, deny civil rights, and further widen the gap between rich and poor.

All seats in the House of Representatives and a third of the seats in the Senate are up for election in November. Political activity by NEA members can make a critical difference in every congressional race. □

NEA legislative conference probes new political reality

WASHINGTON, D.C.—Over 200 Association leaders from around the nation met here in November for NEA's Third Annual Legislative Conference. Through two days of speeches, panels, and workshops, they and their guest speakers analyzed the attacks on public education by the Reagan Administration and the "New Right" and strategized about ways to limit the damage.

"I know that many of you have colleagues who operate on the fairness principle—that is, no matter how others may do unto us, we ought to always act with mercy and fairness to them. They find it unseemly for mere teachers and other educational workers to dare speak out against the policies of such a nice person as the President. And they would rather listen to the promises of politicians who appeal to them than react to the realities of the programs those politicians institute. I cannot go along with that."

—NEA President Willard McGuire

"The budget fights we had in 1981 are only the beginning. There will be increasing pressures for cuts in 1982 and 1983. When you look at the budget, you see about one-third goes to the military, and the President has said he won't cut that. About one-third goes to Social Security and other entitlements, and the President now says he won't cut that. About 10 to 13 percent goes to interest on the federal debt, and that can't be cut. That leaves about 20 percent for everything else, and education falls in this 20 percent."

—Representative Jim Jones (D-Okla.)

"I'm just a run-of-the-mill Christian legislator who ran up against the Moral Majority. They told me that the 'Christian' position on the Department of Education was to oppose it. I asked them if the Department weren't an issue upon which Christians of good will could disagree. They said 'no, not really' because the NEA was going to take over the Department, then take over education in the United States and inculcate children in the religion of secular humanism.

The Moral Majority ended up giving me a congressional 'morality' rating of 29 (some ABSCAM congressmen turned out to be more moral than me) and flooded my district with hate literature. I lost the [1980] Republican primary."

—Former Representative John Buchanan (R-Ala.)

"There are many who insist that the Administration intends only to reform the federal role in education, and not to eliminate it. These are the people who dismiss the concerns of the NEA and others as the unfounded extremes of professional Cassandras.

Well, I am not a Cassandra, but neither am I a Pollyanna. The signs are clear. Some of the President's advisors have embarked on a calculated campaign to get the federal government out of the nation's schools—to, in effect, have the federal government turn its back on the nation's schoolchildren."

—Senator Robert Stafford (R-Vt.)

VOTING RECORD

97th Congress First Session 1981

WASHINGTON, D.C.—For the first time in recent history, the U.S. Congress has spent virtually an entire session debating a single topic: the federal budget.

This came about because of an extraordinary challenge posed by President Reagan shortly after he took office last January. The President asked Congress to take a very fast track, with few hearings or votes, in order to drastically reduce the domestic budget, sharply increase defense spending, and enact massive tax cuts.

Congress gave the President much of what he asked for, despite the warnings of NEA and others that the consequences of the Reagan economic scheme would be catastrophic.

The following chart shows how the 97th Congress has voted so far on a variety of issues of great concern to NEA, as reflected in the legislative program adopted by the Representative Assembly. The choice of issues has been limited by the congressional agenda and style of operation this session.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide whom to endorse for reelection. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

Senate Republican leaders who have been traditional friends of public education may be disadvantaged in this voting record by support of the Administration's positions. The final column in the chart, showing cumulative voting record for each senator since his last election, is an attempt to put this session's votes into perspective.

The voting records are summarized in percentage figures. Keep in mind, however, that the figure alone does not always fully reflect voting performance. For example, one member of Congress may have taken the NEA position on every issue, while another may have cast one pro-NEA vote while not voting at all on the other issues. Both members will be shown as scoring 100 percent.

SENATE

Key

\+ right according to NEA position
— wrong according to NEA position
NV not voting

1. Question: Should the Senate restore funding to the Reagan budget for education and other social programs?

NEA position: Yes
Outcome: 40 yes, 59 no

The motion: To adopt Chafee (R-RI) motion to restore funds in budget reconciliation instruction resolution (SCR 9).

Roll call no. 56 March 31, 1981

2. Question: Should the Senate increase money for school lunch and child nutrition programs?

NEA position: Yes
Outcome: 29 yes, 58 no

The motion: To adopt Kennedy (D-MA) amendment to First Concurrent Budget Resolution (SCR 19) to increase funding for school lunch and child nutrition.

Roll call no. 97 May 5, 1981

3. Question: Should the Senate refuse to use interfund borrowing as a means to ensure the solvency of the Social Security system so that benefits will be paid?

NEA position: No
Outcome: 51 yes, 45 no

The motion: To table (kill) amendment to the tax bill (H J Res 266) authorizing Old Age and Survivors Fund to borrow from reserves in Disability and Hospital Insurance funds.

Roll call no. 188 July 16, 1981

4. Question: Should the Justice Department and the courts be prevented from maintaining lawsuits that use busing as a means of achieving desegregation?

NEA position: No
Outcome: 60 yes, 39 no

The motion: Amendment to Justice Department authorization (S 951), prohibiting the Department from maintaining suits involving mandatory busing of schoolchildren and limiting power of the courts to impose injunctive relief involving the transportation of students.

Roll call no. 258 September 16, 1981

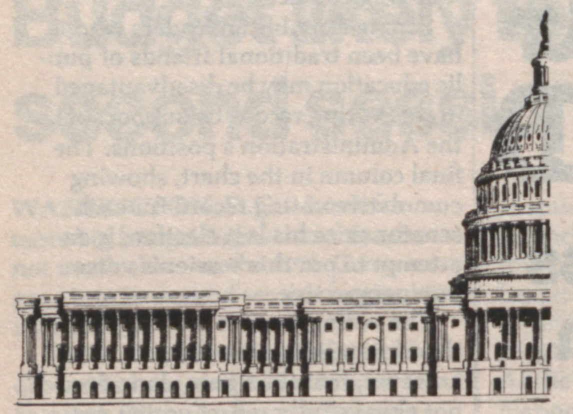
5. Question: Should the tax system allow a full deduction for business lunches while the school lunch program is reduced?

NEA position: No
Outcome: 58 yes, 30 no

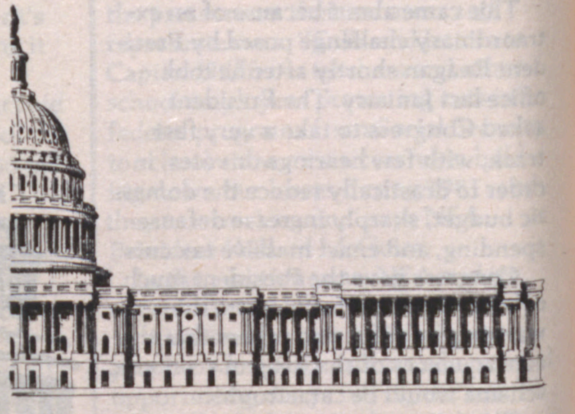
The motion: To table (kill) Hart (D-CO) amendment to debt limit bill (HJ Res 265) to reduce the deduction for business meals and to earmark the savings from such reduction for the school lunch program.

Roll call no. 289 September 28, 1981

	Vote # 1	2	3	4	5	% Pro NEA 97th Congress	Cumulative
ALABAMA							
Heflin (D)	—	+	+	+	+	80	64
Denton (R)	—	—	—	—	—	0	0
ALASKA							
Murkowski (R)	—	—	—	—	—	0	0
Stevens (R)	—	—	—	—	—	0	27
ARIZONA							
DeConcini (D)	—	—	+	—	NV	25	54
Goldwater (R)	—	—	—	—	NV	0	0
ARKANSAS							
Bumpers (D)	+	NV	+	+	+	100	100
Pryor (D)	—	—	+	—	+	40	50
CALIFORNIA							
Cranston (D)	+	+	+	+	+	100	100
Hayakawa (R)	—	—	—	—	—	0	24
COLORADO							
Hart (D)	+	+	+	+	+	100	100
Armstrong (R)	—	—	—	—	—	0	27
CONNECTICUT							
Dodd (D)	+	+	+	+	+	100	100
Weicker (R)	+	NV	—	+	—	50	83
DELAWARE							
Biden (D)	+	+	+	—	+	80	54
Roth (R)	—	+	—	—	—	20	26
FLORIDA							
Chiles (D)	—	—	+	—	+	40	63
Hawkins (R)	—	—	—	—	—	0	0
GEORGIA							
Nunn (D)	—	—	+	—	+	40	44
Mattingly (R)	—	—	—	—	—	0	0
HAWAII							
Inouye (D)	+	+	+	+	NV	100	100
Matsunaga (D)	+	NV	+	+	—	75	78
IDAHO							
McClure (R)	—	—	—	—	NV	0	27
Symms (R)	—	—	—	—	NV	0	0
ILLINOIS							
Dixon (D)	+	+	+	+	—	80	80
Percy (R)	+	—	—	+	—	40	64
INDIANA							
Lugar (R)	—	—	—	—	—	0	20
Quayle (R)	—	—	—	—	—	0	0
IOWA							
Grassley (R)	—	—	—	—	—	0	0
Jepsen (R)	—	—	—	—	—	0	14
KANSAS							
Dole (R)	—	—	—	—	—	0	0
Kassebaum (R)	—	—	—	—	—	0	36
KENTUCKY							
Ford (D)	+	+	+	—	+	80	80
Huddleston (D)	+	+	+	—	+	80	54
LOUISIANA							
Johnston (D)	—	—	+	—	NV	25	38
Long (D)	—	NV	+	—	—	25	25
MAINE							
Mitchell (D)	+	+	+	+	+	100	100
Cohen (R)	+	—	—	+	—	40	57
MARYLAND							
Sarbanes (D)	+	+	+	+	+	100	80
Mathias (R)	+	NV	+	+	—	75	75
MASSACHUSETTS							
Kennedy (D)	+	+	+	+	+	100	100
Tsongas (D)	+	+	NV	+	+	100	85
MICHIGAN							
Levin (D)	+	+	+	+	+	100	93
Riegle (D)	+	+	+	+	+	100	87
MINNESOTA							
Durenberger (R)	+	—	—	+	—	40	43
Boschwitz (R)	—	—	—	+	—	20	47
MISSISSIPPI							
Stennis (D)	—	—	+	—	NV	25	46
Cochran (R)	—	—	—	—	—	0	36
MISSOURI							
Eagleton (D)	+	+	+	+	—	80	80
Danforth (R)	+	—	—	—	—	20	56
MONTANA							
Baucus (D)	—	+	+	+	+	80	71
Melcher (D)	+	+	+	—	—	60	63
NEBRASKA							
Exon (D)	—	NV	+	—	+	50	38
Zorinsky (D)	—	—	+	—	—	20	12
NEVADA							
Cannon (D)	+	NV	NV	—	—	33	65
Laxalt (R)	—	—	—	—	—	0	0
NEW HAMPSHIRE							
Humphrey (R)	—	—	—	+	—	20	21
Rudman (R)	—	—	—	+	—	20	20
NEW JERSEY							
Bradley (D)	+	+	+	+	+	100	79
Williams (D)	NV	+	+	+	NV	100	76
NEW MEXICO							
Domenici (R)	—	—	NV	—	—	0	38
Schmitt (R)	—	NV	—	—	—	0	39
NEW YORK							
Moynihan (D)	+	+	+	+	+	100	68
D'Amato (R)	—	—	—	—	—	0	0
NORTH CAROLINA							
East (R)	—	—	—	—	—	0	0
Helms (R)	—	—	—	—	—	0	25
NORTH DAKOTA							
Burdick (D)	+	+	+	+	+	100	64
Andrews (R)	+	—	—	—	—	20	20
OHIO							
Glenn (D)	+	+	NV	+	+	100	100
Metzenbaum (D)	+	NV	+	+	—	75	83
OKLAHOMA							
Boren (D)	—	—	+	—	+	40	36
Nickles (R)	—	—	—	—	—	0	0
OREGON							
Hatfield (R)	—	—	—	+	—	20	63
Packwood (R)	—	—	—	+	—	20	20
PENNSYLVANIA							
Heinz (R)	+	NV	—	+	—	50	65
Specter (R)	+	—	—	+	—	40	40
RHODE ISLAND							
Pell (D)	+	+	+	+	+	100	77
Chafee (R)	+	—	—	+	—	40	57
SOUTH CAROLINA							
Hollings (D)	—	—	+	—	+	40	40
Thurmond (R)	—	—	—	—	—	0	29
SOUTH DAKOTA							
Pressler (R)	—	NV	—	+	NV	33	45
Abdnor (R)	—	—	—	—	—	0	0
TENNESSEE							
Sasser (D)	—	NV	+	—	+	50	74
Baker (R)	—	—	—	—	—	0	42
TEXAS							
Bentsen (D)	—	—	+	—	—	20	56
Tower (R)	—	—	—	—	—	0	31
UTAH							
Garn (R)	—	—	—	—	—	0	0
Hatch (R)	—	NV	—	—	—	0	21
VERMONT							
Leahy (D)	+	+	+	+	—	80	80
Stafford (R)	+	—	—	NV	—	25	73
VIRGINIA							
Warner (R)	—	—	—	—	NV	0	23
Byrd (I)	—	—	+	—	—	20	40
WASHINGTON							
Jackson (D)	+	+	+	+	—	80	80
Gorton (R)	—	—	—	—	—	0	0
WEST VIRGINIA							
Byrd (D)	+	+	+	—	+	80	80
Randolph (D)	+	+	+	—	+	80	67
WISCONSIN							
Proxmire (D)	—	—	+	—	+	40	48
Kasten (R)	—	—	—	—	—	0	0
WYOMING							
Simpson (R)	—	—	—	—	NV	0	38
Wallop (R)	—	—	—	—	NV	0	25



VOTING RECORD



HOUSE OF REPRESENTATIVES

Key

+ right according to NEA position
— wrong according to NEA position
NV not voting
O vote taken prior to member's election to Congress

1. Question: Shall the House adopt President Reagan's preliminary spending targets?

NEA position: No
Outcome: 263 yes, 176 no

The motion: To adopt Latta (R-OH) substitute to H Con Res 115.

Roll call no. 36 May 7, 1981

2. Question: Should Congress have to consider the Administration's budget cuts on an individual basis?

NEA position: Yes
Outcome: 210 yes, 217 no

The motion: To adopt the rule on the Budget Reconciliation bill (HR 3982).

Roll call no. 104 June 25, 1981

3. Question: Should the House adopt the Administration's budget cuts rather than those recommended by the Budget Committee?

NEA position: No
Outcome: 217 yes, 211 no

The motion: To adopt Latta (R-OH) amendments, considered en bloc, and to substitute portions endorsed by President Reagan (HR 3982).

Roll call no. 111 June 26, 1982

4. Question: Should the House pass the budget reconciliation bill?

NEA position: No
Outcome: 232 yes, 193 no

The motion: To pass the bill (HR 3982).

Roll call no. 113 June 26, 1981

5. Question: Should Congress ease up enforcement of the Voting Rights Act?

NEA position: No
Outcome: 132 yes, 277 no

The motion: To adopt Butler (R-VA) amendment to permit bailout cases to be heard in an appropriate federal district court in the jurisdiction seeking bailout rather than in the District of Columbia.

Roll call no. 238 October 5, 1981

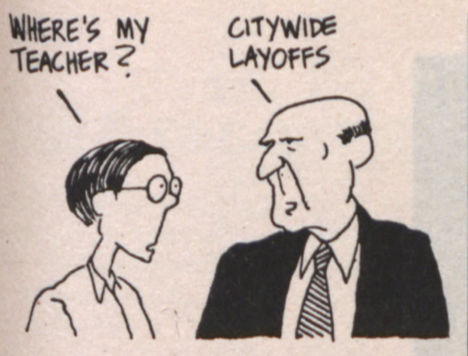
6. Question: Should the fiscal 1982 appropriations bill be sent back to the Appropriations Committee for further cuts?

NEA position: No
Outcome: 168 yes, 249 no

The motion: To recommit the fiscal 1982 Labor/HHS/Education appropriation bill (HR 4560) to the Committee on Appropriations.

Roll call no. 248 October 6, 1981

	Vote # 1	2	3	4	5	6	% Pro NEA
ALABAMA							
1 Edwards (R)	—	—	—	—	—	—	0
2 Dickinson (R)	—	—	—	—	—	—	0
3 Nichols (D)	—	—	—	—	—	+	17
4 Bevill (D)	—	+	+	+	—	+	67
5 Flippo (D)	—	+	—	—	—	+	33
6 Smith (R)	—	—	—	—	—	—	0
7 Shelby (D)	—	—	—	—	—	—	0
ALASKA							
1 Young (R)	—	—	—	—	+	+	33
ARIZONA							
1 Rhodes (R)	—	—	—	—	—	—	0
2 Udall (D)	+	+	+	+	+	+	100
3 Stump (D)	—	—	—	—	—	—	0
4 Rudd (R)	—	—	—	—	—	—	0
ARKANSAS							
1 Alexander (D)	+	+	+	+	+	+	100
2 Bethune (R)	—	—	—	—	+	NV	20
3 Hammerschmidt (R)	—	—	—	—	+	—	17
4 Anthony (D)	—	+	+	+	+	+	83
CALIFORNIA							
1 Chappie (R)	—	—	—	—	—	—	0
2 Clausen (R)	—	—	—	—	—	—	0
3 Matsui (D)	+	+	+	+	+	+	100
4 Fazio (D)	+	+	+	+	+	+	100
5 Burton, John (D)	+	+	NV	NV	NV	NV	100
6 Burton, Phil. (D)	+	+	+	+	+	+	100
7 Miller (D)	+	+	+	+	+	+	100
8 Dellums (D)	+	+	+	+	+	+	100
9 Stark (D)	+	+	+	+	+	+	100
10 Edwards (D)	+	+	+	+	+	+	100
11 Lantos (D)	+	+	+	+	+	+	100
12 McCloskey (R)	—	—	—	—	+	—	17
13 Mineta (D)	+	+	+	—	+	+	83
14 Shumway (R)	—	—	—	—	—	—	0
15 Coelho (D)	+	+	+	+	+	+	100
16 Panetta (D)	+	+	+	—	+	+	83
17 Pashayan (R)	—	—	—	—	NV	NV	0
18 Thomas (R)	—	—	—	—	NV	NV	0
19 Lagomarsino (R)	—	—	—	—	—	—	0
20 Goldwater (R)	—	—	—	—	—	—	0
21 Fiedler (R)	—	—	—	—	NV	NV	0
22 Moorhead (R)	—	—	—	—	—	—	0
23 Beilenson (D)	+	+	+	+	+	+	100
24 Waxman (D)	+	+	+	—	+	+	83
25 Roybal (D)	+	+	+	+	+	+	100
26 Rousselot (R)	—	—	—	—	—	—	0
27 Dornan (R)	—	—	—	—	+	—	17
28 Dixon (D)	+	+	+	+	+	+	100
29 Hawkins (D)	+	+	+	+	+	+	100
30 Danielson (D)	+	NV	NV	NV	+	+	100
31 Dymally (D)	+	+	NV	NV	+	+	100
32 Anderson (D)	+	+	+	+	+	+	100
33 Grisham (R)	—	—	—	—	—	—	0
34 Lungren (R)	—	—	—	—	—	—	0
35 Dreier (R)	—	—	—	—	—	—	0
36 Brown (D)	+	+	+	+	+	+	100
37 Lewis (R)	—	NV	—	—	NV	—	0
38 Patterson (D)	—	+	+	—	+	+	67
39 Dannemeyer (R)	—	—	—	—	NV	—	0
40 Badham (R)	—	—	—	—	—	—	0
41 Lowery (R)	—	—	—	—	—	—	0
42 Hunter (R)	—	—	—	—	+	—	17
43 Burgener (R)	—	—	—	—	—	—	0
COLORADO							
1 Schroeder (D)	+	+	+	+	+	+	100
2 Wirth (D)	+	+	+	+	+	+	100
3 Kogovsek (D)	+	+	+	+	+	+	100
4 Brown (R)	—	—	—	—	—	—	0
5 Kramer (R)	—	—	—	—	—	—	0
CONNECTICUT							
1 Vacancy							
2 Gejdenson (D)	+	+	+	+	+	+	100
3 DeNardis (R)	—	—	—	—	+	+	33
4 McKinney (R)	—	—	—	—	+	+	33
5 Ratchford (D)	+	+	+	+	+	+	100
6 Moffett (D)	+	+	+	+	NV	+	100
DELAWARE							
1 Evans (R)	—	—	—	—	—	—	0
FLORIDA							
1 Hutto (D)	—	—	—	—	+	—	17
2 Fuqua (D)	—	+	+	NV	+	+	80
3 Bennett (D)	—	—	+	—	+	+	50
4 Chappell (D)	—	—	—	—	—	—	0
5 McCollum (R)	—	—	—	—	—	—	0
6 Young (R)	—	—	—	—	—	—	0
7 Gibbons (D)	—	+	+	—	+	+	67
8 Ireland (D)	—	—	—	—	+	—	17
9 Nelson (D)	—	+	—	—	+	—	33
10 Bafalis (R)	—	—	—	—	—	—	0
11 Mica (D)	—	+	—	—	+	+	50
12 Shaw (R)	—	—	—	—	—	—	0
13 Lehman (D)	+	+	+	+	+	+	100
14 Pepper (D)	+	+	+	+	NV	+	100
15 Fascell (D)	+	+	+	+	+	+	100
GEORGIA							
1 Ginn (D)	—	+	+	+	+	+	83
2 Hatcher (D)	—	+	—	—	—	+	33
3 Brinkley (D)	—	+	+	—	—	+	50
4 Levitas (D)	—	+	+	+	—	+	67
5 Fowler (D)	+	+	+	+	+	+	100
6 Gingrich (R)	—	—	—	—	—	—	0
7 McDonald (D)	—	—	—	—	—	—	0
8 Evans (D)	—	—	—	—	—	+	17
9 Jenkins (D)	—	+	+	+	—	—	50
10 Barnard (D)	—	—	—	—	—	—	0
HAWAII							
1 Heftel (D)	+	+	+	+	+	+	100
2 Akaka (D)	+	+	+	+	+	+	100
IDAHO							
1 Craig (R)	—	—	—	—	—	—	0
2 Hansen (R)	—	—	—	—	—	—	0
ILLINOIS							
1 Washington (D)	+	+	+	+	+	+	100
2 Savage (D)	+	+	+	+	+	+	100
3 Russo (D)	+	+	+	+	+	+	100
4 Derwinski (R)	—	—	—	—	+	—	17
5 Fary (D)	+	+	+	+	+	+	100
6 Hyde (R)	—	—	—	—	—	—	0
7 Collins (D)	+	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	+	+	+	+	100
9 Yates (D)	+	+	+	+	+	+	100
10 Porter (R)	—	—	—	—	+	—	17
11 Annunzio (D)	+	+	+	+	+	+	100
12 Crane, Philip (R)	—	—	—	—	NV	—	0
13 McClory (R)	—	—	—	—	—	—	0
14 Erlenborn (R)	—	—	—	—	—	—	0
15 Corcoran (R)	—	—	—	—	+	—	17
16 Martin (R)	—	—	—	—	+	NV	20
17 O'Brien (R)	—	—	—	—	—	+	17
18 Michel (R)	—	—	—	—	—	—	0
19 Railsback (R)	—	—	—	—	+	—	17
20 Findley (R)	—	—	—	—	+	—	17
21 Madigan (R)	—	—	—	—	—	—	0
22 Crane, Daniel (R)	—	—	—	—	—	—	0
23 Price (D)	+	+	+	—	+	+	83
24 Simon (D)	+	+	+	+	+	+	100
INDIANA							
1 Benjamin (D)	+	+	+	+	+	+	100
2 Fithian (D)	+	+	+	+	+	+	100
3 Hiler (R)	—	—	—	—	+	—	17
4 Coats (R)	—	—	—	—	+	—	17
5 Hoyer (D)	O	+	+	+	+	+	100
5 Hillis (R)	—	—	—	—	+	—	17
6 Evans (D)	—	+	+	+	+	+	83
7 Myers (R)	—	+	—	—	—	—	17
8 Deckard (R)	—	—	—	—	+	—	17
9 Hamilton (D)	+	+	+	+	+	+	100
10 Sharp (D)	+	+	+	+	+	+	100
11 Jacobs (D)	—	+	+	+	+	+	83
IOWA							
1 Leach (R)	—	—	—	—	+	+	33
2 Tauke (R)	—	—	—	—	+	+	33
3 Evans (R)	—	—	—	—	+	+	33
4 Smith (D)	+	+	+	+	+	+	100
5 Harkin (D)	+	+	+	+	+	+	100
6 Bedell (D)	+	+	+	+	+	+	100
KANSAS							
1 Roberts (R)	—	—	—	—	—	—	0
2 Jeffries (R)	—	—	—	—	—	—	0
3 Winn (R)	—	—	—	—	—	—	0
4 Glickman (D)	+	+	+	+	+	+	100
5 Whittaker (R)	—	—	—	—	—	—	0
KENTUCKY							
1 Hubbard (D)	+	+	+	+	NV	+	100
2 Natcher (D)	—	+	+	+	+	+	83
3 Mazzoli (D)	—	+	+	+	+	+	83
4 Snyder (R)	—	—	—	—	—	+	17
5 Rogers (R)	—	—	—	—	—	+	17
6 Hopkins (R)	—	—	—	—	+	+	33
7 Perkins (D)	+	+	+	+	+	+	100
LOUISIANA							
1 Livingston (R)	—	—	—	—	—	+	17
2 Boggs (D)	+	+	+	+	+	+	100
3 Tauzin (D)	—	—	—	—	—	—	0
4 Roemer (D)	—	—	+	+	—	—	33
5 Huckaby (D)	—	—	—	—	—	—	0
6 Moore (R)	—	—	—	—	—	—	0
7 Breaux (D)	—	—	—	—	—	—	0
8 Long (D)	+	+	+	+	+	+	100
MAINE							
1 Emery (R)	—	—	—	—	+	—	17
2 Snowe (R)	—	—	—	—	+	+	33
MARYLAND							
1 Dyson (D)	—	+	+	—	+	+	67
2 Long (D)	—	+	+	—	+	+	67
3 Mikulski (D)	+	+	+	+	+	+	100
4 Holt (R)	—	—	—	—	+	+	33



By Wasserman

	1	2	3	4	5	6	% Pro NEA
6 Byron (D)	—	—	—	—	+	+	33
7 Mitchell (D)	+	+	+	+	+	+	100
8 Barnes (D)	+	+	+	+	+	+	100

MASSACHUSETTS

	1	2	3	4	5	6	% Pro NEA
1 Conte (R)	—	—	—	+	+	+	50
2 Boland (D)	+	+	+	+	+	+	100
3 Early (D)	+	+	+	+	+	+	100
4 Frank (D)	+	+	+	+	+	+	100
5 Shannon (D)	+	+	+	+	+	+	100
6 Mavroules (D)	+	+	+	+	+	+	100
7 Markey (D)	+	+	+	+	+	+	100
8 O'Neill (D)*	NV	NV	+	NV	NV	NV	100
9 Moakley (D)	+	+	+	+	+	+	100
10 Heckler (R)	—	—	—	+	+	+	50
11 Donnelly (D)	+	+	+	+	+	+	100
12 Studds (D)	+	+	+	+	+	+	100

MICHIGAN

	1	2	3	4	5	6	% Pro NEA
1 Conyers (D)	+	NV	+	+	+	+	100
2 Pursell (R)	—	—	—	—	+	+	33
3 Wolpe (D)	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	0
5 Sawyer (R)	—	—	—	—	—	—	0
6 Dunn (R)	—	—	—	—	+	—	17
7 Kildee (D)	+	+	+	+	+	+	100
8 Traxler (D)	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	—	—	—	—	—	0
10 Albosta (D)	—	+	+	+	+	+	83
11 Davis (R)	—	—	—	—	+	+	33
12 Bonior (D)	+	+	+	+	+	+	100
13 Crockett (D)	+	+	+	+	+	+	100
14 Hertel (D)	+	+	+	+	+	+	100
15 Ford (D)	+	+	+	+	+	+	100
16 Dingell (D)	+	+	+	+	NV	+	100
17 Brodhead (D)	+	+	+	+	+	+	100
18 Blanchard (D)	+	+	+	+	+	+	100
19 Broomfield (R)	—	—	—	—	+	—	17

MINNESOTA

	1	2	3	4	5	6	% Pro NEA
1 Erdahl (R)	—	—	—	—	+	+	33
2 Hagedorn (R)	—	—	—	—	—	—	0
3 Frenzel (R)	—	—	—	—	—	—	0
4 Vento (D)	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	100
6 Weber (R)	—	—	—	—	+	—	17
7 Stangeland (R)	—	—	—	—	—	—	0
8 Oberstar (D)	+	+	+	+	+	+	100

MISSISSIPPI

	1	2	3	4	5	6	% Pro NEA
1 Whitten (D)	+	+	+	+	—	+	83
2 Bowen (D)	—	+	+	+	—	+	67
3 Montgomery (D)	—	—	—	—	—	—	0
4 Dowdy (D)	○	○	○	○	+	—	50
5 Lott (R)	—	—	—	—	—	—	0

MISSOURI

	1	2	3	4	5	6	% Pro NEA
1 Clay (D)	+	+	+	+	+	+	100
2 Young (D)	—	+	+	+	+	+	83
3 Gephardt (D)	+	+	+	+	+	+	100
4 Skelton (D)	—	+	+	—	+	+	67
5 Bolling (D)	+	+	+	+	+	+	100
6 Coleman (R)	—	—	—	—	—	—	0
7 Taylor (R)	—	—	—	—	—	—	0
8 Bailey (R)	—	—	—	—	+	—	17
9 Volkmer (D)	—	+	+	+	+	+	83
10 Emerson (R)	—	—	—	—	—	—	0

MONTANA

	1	2	3	4	5	6	% Pro NEA
1 Williams (D)	+	+	+	+	+	+	100
2 Marlenee (R)	—	—	—	—	—	—	0

NEBRASKA

	1	2	3	4	5	6	% Pro NEA
1 Bereuter (R)	—	—	—	—	—	—	0
2 Daub (R)	—	—	—	—	+	—	17
3 Smith (R)	—	—	—	—	—	—	0

NEVADA

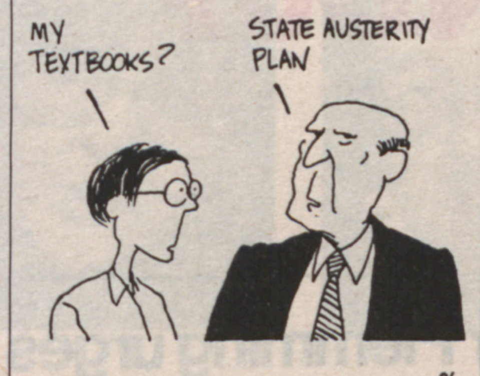
	1	2	3	4	5	6	% Pro NEA
1 Santini (D)	—	—	—	—	—	+	17

NEW HAMPSHIRE

	1	2	3	4	5	6	% Pro NEA
1 D'Amours (D)	+	+	+	+	+	+	100
2 Gregg (R)	—	—	—	—	+	—	17

NEW JERSEY

	1	2	3	4	5	6	% Pro NEA
1 Florio (D)	+	+	+	+	+	NV	100
2 Hughes (D)	+	+	+	+	+	+	100
3 Howard (D)	+	+	+	+	+	+	100
4 Smith (R)	—	—	—	—	+	+	33
5 Fenwick (R)	—	—	—	—	+	+	33
6 Forsythe (R)	—	—	—	—	+	—	17
7 Roukema (R)	—	—	—	—	+	+	33
8 Roe (D)	+	+	+	+	+	+	100
9 Hollenbeck (R)	—	—	—	—	+	+	33
10 Rodino (D)	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	100



	1	2	3	4	5	6	% Pro NEA
12 Rinaldo (R)	—	—	—	—	+	+	33
13 Courter (R)	—	—	—	—	+	—	17
14 Guarini (D)	+	+	+	+	+	+	100
15 Dwyer (D)	+	+	+	+	+	+	100

NEW MEXICO

	1	2	3	4	5	6	% Pro NEA
1 Lujan (R)	—	—	—	—	+	—	17
2 Skeen (R)	—	—	—	—	—	—	0

NEW YORK

	1	2	3	4	5	6	% Pro NEA
1 Carney (R)	—	—	—	—	—	+	17
2 Downey (D)	+	+	+	+	+	+	100
3 Carman (R)	—	—	—	—	—	—	0
4 Lent (R)	—	—	—	—	+	—	17
5 McGrath (R)	—	—	—	—	+	—	17
6 LeBoutillier (R)	—	—	—	—	+	—	17
7 Addabbo (D)	+	+	+	+	+	+	100
8 Rosenthal (D)	+	+	+	+	+	+	100
9 Ferraro (D)	+	+	+	+	+	+	100
10 Biaggi (D)	+	+	+	+	+	+	100
11 Scheuer (D)	+	+	+	+	+	+	100
12 Chisholm (D)	+	+	+	+	+	NV	100
13 Solarz (D)	+	+	+	+	+	+	100
14 Richmond (D)	+	+	+	+	+	+	100
15 Zeferetti (D)	+	+	+	+	+	+	100
16 Schumer (D)	+	+	+	+	+	+	100
17 Molinari (R)	—	—	—	—	—	—	0
18 Green (R)	—	—	—	—	+	+	33
19 Rangel (D)	+	+	+	+	+	+	100
20 Weiss (D)	+	+	+	+	+	+	100
21 Garcia (D)	+	+	+	+	+	+	100
22 Bingham (D)	+	+	+	+	+	+	100
23 Peyser (D)	+	+	+	+	NV	+	100
24 Ottinger (D)	+	+	+	+	+	+	100
25 Fish (R)	—	—	—	—	+	+	33
26 Gilman (R)	—	—	—	—	+	+	33
27 McHugh (D)	+	+	+	+	+	+	100
28 Stratton (D)	+	+	+	+	+	+	100
29 Solomon (R)	—	—	—	—	—	—	0
30 Martin (R)	—	—	—	—	—	—	0
31 Mitchell (R)	—	—	—	—	+	+	33
32 Wortley (R)	—	—	—	—	+	—	17
33 Lee (R)	—	—	—	—	—	—	0
34 Horton (R)	—	—	—	—	NV	+	20
35 Conable (R)	—	—	—	—	—	—	0
36 LaFalce (D)	+	+	+	+	+	+	100
37 Nowak (D)	+	+	+	+	+	+	100
38 Kemp (R)	—	—	—	—	+	—	17
39 Lundine (D)	+	+	+	+	+	+	100

NORTH CAROLINA

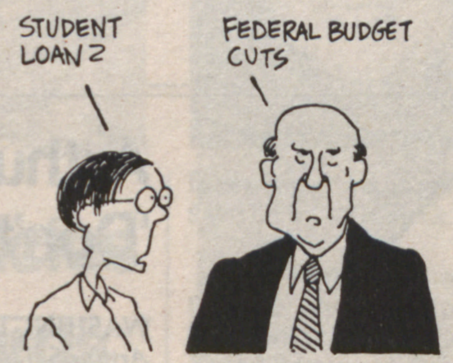
	1	2	3	4	5	6	% Pro NEA
1 Jones (D)	+	+	+	—	NV	NV	75
2 Fountain (D)	—	+	+	—	+	—	50
3 Whitley (D)	+	+	+	—	+	—	67
4 Andrews (D)	—	+	+	+	+	—	67
5 Neal (D)	+	+	+	+	+	+	100
6 Johnston (R)	—	—	—	—	—	NV	0
7 Rose (D)	+	+	+	NV	+	+	100
8 Hefner (D)	+	+	+	+	+	+	100
9 Martin (R)	—	—	—	—	—	—	0
10 Broyhill (R)	—	—	—	—	—	—	0
11 Hendon (R)	—	—	—	—	+	—	17

NORTH DAKOTA

	1	2	3	4	5	6	% Pro NEA
1 Dorgan (D)	+	+	+	+	+	+	100

OHIO

	1	2	3	4	5	6	% Pro NEA
1 Gradison (R)	—	—	—	—	+	—	17
2 Luken (D)	—	+	+	+	+	+	83
3 Hall (D)	—	+	+	+	+	+	83
4 Oxley (R)	○	○	○	○	—	—	0
5 Latta (R)	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	0
7 Brown (R)	—	—	—	—	+	NV	20
8 Kindness (R)	—	—	—	—	—	—	0
9 Weber (R)	—	—	—	—	+	—	17
10 Miller (R)	—	—	—	—	—	—	0
11 Stanton (R)	—	—	—	—	+	—	17
12 Shamansky (D)	+	+	+	+	+	+	100
13 Pease (D)	+	+	+	+	+	+	100
14 Seiberling (D)	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	+	—	17
16 Regula (R)	—	—	—	—	+	—	17
17 Ashbrook (R)	—	—	—	—	NV	—	0
18 Applegate (D)	+	+	+	+	—	+	83
19 Williams (R)	—	—	—	—	NV	+	20



	1	2	3	4	5	6	% Pro NEA
20 Oakar (D)	+	+	+	+	NV	+	100
21 Stokes (D)	+	+	+	+	+	+	100
22 Eckart (D)	+	+	+	+	+	+	100
23 Mottl (D)	—	—	+	+	—	—	33

OKLAHOMA

	1	2	3	4	5	6	% Pro NEA
1 Jones (D)	+	+	+	—	+	+	83
2 Synar (D)	+	+	+	+	+	+	100
3 Watkins (D)	+	+	+	+	+	+	100
4 McCurdy (D)	+	+	+	+	+	+	100
5 Edwards (R)	—	—	—	—	—	—	0
6 English (D)	—	+	+	—	+	+	67

OREGON

	1	2	3	4	5	6	% Pro NEA
1 AuCoin (D)	+	+	+	+	+	+	100
2 Smith (R)	—	—	—	—	—	—	0
3 Wyden (D)	+	+	+	+	+	+	100
4 Weaver (D)	+	+	+	+	+	+	100

PENNSYLVANIA

	1	2	3	4	5	6	% Pro NEA
1 Foglietta (D)	+	+	+	+	+	+	100
2 Gray (D)	+	+	+	+	+	+	100
3 Smith, Joseph (D)	○	○	○	○	+	+	100
4 Dougherty (R)	—	—	+	+	+	+	67
5 Schulze (R)	—	—	—	—	+	—	17
6 Yatron (D)	—	+	+	+	+	+	83
7 Edgar (D)	+	+	+	+	+	+	100
8 Coyne, James (R)	—	—	—	—	+	—	17
9 Shuster (R)	—	—	—	—	—	—	0
10 McDade (R)	—	—	—	—	+	+	33
11 Nelligan (R)	—	—	—	—	+	+	33
12 Murtha (D)	+	+	+	+	+	+	100
13 Coughlin (R)	—	—	—	—	+	—	17
14 Coyne, William (D)	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	+	—	17
16 Walker (R)	—	—	—	—	+	—	17
17 Ertel (D)	+	+	+	+	+	+	100
18 Walgren (D)	+	+	+	+	+	+	100
19 Goodling (R)	—	—	—	—	—	+	17
20 Gaydos (D)	+	+	+	+	+	+	100
21 Bailey (D)	+	+	+	+	+	+	100
22 Murphy (D)	+	+	+	+	+	+	100
23 Clinger (R)	—	—	—	—	—	+	17
24 Marks (R)	—	—	—	—	+	—	17
25 Atkinson (R)	—	—	+	+	+	—	50

RHODE ISLAND

	1	2	3	4	5	6	% Pro NEA
1 St Germain (D)	+	+	+	+	+	+	100
2 Schneider (R)	—	—	+	+	+	+	67

SOUTH CAROLINA

	1	2	3	4	5	6	% Pro NEA
1 Hartnett (R)	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	0
3 Derrick (D)	—	+	+	+	+	+	83
4 Campbell (R)	—	—	—	—	—	—	0
5 Holland (D)	—	+	—	—	+	+	50
6 Napier (R)	—	—	—	—	—	NV	0

SOUTH DAKOTA

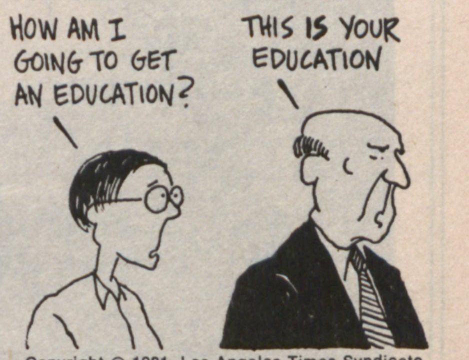
	1	2	3	4	5	6	% Pro NEA
1 Daschle (D)	+	+	+	+	+	+	100
2 Roberts (R)	—	—	—	—	—	NV	0

TENNESSEE

	1	2	3	4	5	6	% Pro NEA
1 Quillen (R)	—	—	—	—	—	—	0
2 Duncan (R)	—	—	—	—	+	—	17
3 Bouquard (D)	—	+	+	—	+	+	67
4 Gore (D)	+	+	+	+	+	+	100
5 Boner (D)	+	+	+	+	+	+	100
6 Beard (R)	—	—	—	—	NV	NV	0
7 Jones (D)	—	+	+	—	+	+	67
8 Ford (D)	+	+	+	+	+	+	100

TEXAS

	1	2	3	4	5	6	% Pro NEA
1 Hall, Sam (D)	—	—	—	—	—	—	0
2 Wilson (D)	—	—	—	—	+	+	33
3 Collins (R)	—	—	—	—	—	—	0
4 Hall, Ralph (D)	—	—	+	+	—	—	33



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	1	2	3	4	5	6	% Pro NEA
5 Mattox (D)	+	+	+	+	+	+	100
6 Gramm (D)	—	—	—	—	—	—	0
7 Archer (R)	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	0
9 Brooks (D)	+	+	+	+	NV	+	100
10 Pickle (D)	+	+	+	—	+	—	67
11 Leath (D)	—	—	—	—	—	—	0
12 Wright (D)	+	+	+	+	+	+	100
13 Hightower (D)	—	—	—	—	+	+	33
14 Patman (D)	+	+	+	+	—	+	83
15 de la Garza (D)	+	+	+	+	+	+	100
16 White (D)	—	—	—	+	+	+	50
17 Stenholm (D)	—	—	—	—	—	—	0
18 Leland (D)	+	+	+	+	+	+	100
19 Hance (D)	—	—	—	—	+	—	17
20 Gonzalez (D)	+	+	+	+	+	+	100
21 Loeffler (R)	—	—	—	—	—	—	0
22 Paul (R)	—	—	—	+	NV	—	20
23 Kazen (D)	+	+	+	+	+	+	100
24 Frost (D)	+	+	+	+	+	+	100

UTAH

	1	2	3	4	5	6	% Pro NEA
1 Hansen (R)	—	—	—	—	—	—	0
2 Marriott (R)	—	—	—	—	+	NV	20

VERMONT

	1	2	3	4	5	6	% Pro NEA
1 Jeffords (R)	—	—	—	—	—	+	17

VIRGINIA

	1	2	3	4	5	6	% Pro NEA
1 Trible (R)	—	—	—	—	—	—	0
2 Whitehurst (R)	—	—	—	—	—	—	0
3 Bliley (R)	—	—	—	—	—	—	0
4 Daniel, R. W. (R)	—	—	—	—	—	—	0
5 Daniel, Dan (D)	—	—	—	—	—	—	0
6 Butler (R)	—	—	—	—	—	—	0
7 Robinson (R)	—	—	—	—	—	—	0
8 Parris (R)	—	—	—	—	—	NV	0
9 Wampler (R)	—	—	—	—	—	+	17
10 Wolf (R)	—	—	—	—	—	—	0

WASHINGTON

	1	2	3	4	5	6	% Pro NEA
1 Pritchard (R)	—	—	—	—	NV	+	20
2 Swift (D)	+	+	+	+	+	+	100
3 Bonker (D)	+	+	+	+	NV	+	100
4 Morrison (R)	—	—	—	—	—	—	0
5 Foley (D)	+	+	+	+	+	+	100
6 Dicks (D)	+	+	+	+	+	+	100
7 Lowry (D)	+	+	+	+	+	+	100

WEST VIRGINIA

	1	2	3	4	5	6	% Pro NEA
1 Mollohan (D)	+	+	+	+	+	+	100
2 Benedict (R)	—	—	—	—	NV	—	0
3 Staton (R)	—	—	—	—	—	—	0
4 Rahall (D)	+	+	+	+	+	+	100

WISCONSIN

	1	2	3	4	5	6	% Pro NEA
1 Aspin (D)	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	100
3 Gunderson (R)	—	—	—	—	+	—	17
4 Zablocki (D)	+	+	+	+	+	+	100
5 Reuss (D)	+	+	+	+	+	+	100
6 Petri (R)	—	—	—	—	+	—	17
7 Obey (D)	+	+	+	+	+	+	100
8 Roth (R)	—	—	—	—	NV	—	0
9 Sensenbrenner (R)	—	—	—	—	+	—	17

WYOMING

	1	2	3	4	5	6	% Pro NEA
1 Cheney (R)	—	—	—	—	—	—	0

*Speaker of the House votes only to break a tie.

RETIREMENT ROUNDUP

Time has not deterred Arthur Flemming from working for enlightened public attitudes on racism, sexism, and ageism. A former Secretary of Health, Education and Welfare (under President Eisenhower), Flemming advises his contemporaries not to retreat from life.

Arthur Flemming urges his generation: 'Don't accept society's stereotypes'

WASHINGTON, D.C.— *Arthur S. Flemming, 76, has held various governmental posts under Administrations dating back to Franklin D. Roosevelt's.*

Flemming's two major interests in public life have been civil rights and aging. He was recently catapulted into the news when President Ronald Reagan announced that he was naming a successor to take over Flemming's post as chair of the independent, bipartisan U.S. Commission on Civil Rights.

Flemming, a moderate Republican who retains his position until his successor is confirmed by the U.S. Senate, has become executive director of the National Coalition for Quality Integrated Education. He will be provided office space at NEA Center.

During his years on the Civil Rights Commission, Flemming also served as U.S. Commissioner on Aging (1973-78). He chaired the White House Conference on Aging in 1971 and served as deputy chairperson in 1981. He was interviewed in December by the NEA Reporter.

NEA: You're 76 years old and still working, so apparently you don't put much stock in retirement. What advice would you have for our retired members?

FLEMMING: I urge my generation and generations that will come to continue to be involved in the life of our society in a meaningful and significant area.

I'm opposed to compulsory retirement because of age. I favor a vigorous struggle against age discrimination, which the U.S. Commission on Civil Rights has monitored since 1978.

NEA: How can older persons contribute to society?

FLEMMING: First, we can be involved in paid employment, either as part-time or full-time employees.

Secondly, self-employment is growing for senior citizens, but not as rapidly. The Small Business Administration has been giving increasing attention to requests for funding from older persons starting their own businesses.

The third possibility is to *work as a volunteer*—I always put it that way. It's not a question of working *or* volunteering.

I believe our society should invest resources in counseling, placement, and training that will help older persons become involved in one of these three categories. I've seen some progress here.

At the recent White House Conference, one of the major themes was using the older person as a resource. From the standpoint of the older person, *not* being involved leads to physical and spiritual deterioration.

In addition, our nation needs the unique contributions older persons can make by sharing the experiences they've had with a younger generation.

One of the major issues confronting us is youth unemployment, especially among our minorities, and it's my contention that older persons are the best trainers. Not only can they share their skills, but they can pass on their understanding of the world of work to youngsters who come from families where no one has had full-time employment for generations.

NEA: Would you say that we as a nation waste a lot of older talent?

FLEMMING: That's right. In addition, many older persons will accept society's stereotype of themselves—that when they reach age 65, they go on the shelf, sit down and watch TV all day.

In my church, when older persons are asked to accept a task, they sometimes reply, "I've done that before—let a younger person do it." When opportunities open up, we must accept them.

NEA: Will *you* ever retire?

FLEMMING: No! I may find myself physically in a situation where I have to change my habits, but I'm not consciously making an attempt to retire. I look forward to being in the National Coalition for Quality Integrated Education and mobilizing grass-roots support for civil rights. □

Congress restores Social Security minimum benefit

WASHINGTON, D.C.— NEA scored an important victory in December as Congress voted to restore the Social Security minimum benefit ($122 monthly) to the 3 million Americans already receiving it—including many retired NEA members.

The minimum benefit was to have been scrapped altogether under last summer's budget "reconciliation" act, but widespread public outcry persuaded Congress that the minimum should be restored for current beneficiaries. The new bill, which President Reagan is expected to sign, protects all who became eligible for the benefit through December 31, 1981.

Effective January 1, 1982, this "floor" for Social Security payments no longer exists. New retirees will receive whatever amount they are entitled to on the basis of actual earnings records.

House and Senate conferees on the bill reinstating the minimum benefit for current recipients turned down two major amendments strongly opposed by NEA and its allies in the SOS (Save Our Security) Coalition.

One would have reduced ("offset") the minimum benefit for public employees receiving monthly pensions of more than $300. The other would have cut by about 30 percent the maximum that a family could receive in retirement or survivor benefits.

The bill also contains an NEA-backed provision to allow stopgap borrowing from the hospital and disability insurance funds to keep the old age and survivors insurance trust fund from going broke during 1982.

Because this borrowing authority extends only for one year, Congress will have to revisit the Social Security solvency question later in 1982. □

SOS to NEA

WASHINGTON, D.C.— The SOS (Save Our Security) Coalition—some 90 national organizations united in the battle to protect Social Security benefits—has accepted NEA's offer of headquarters space.

Since its formation in 1978 the group has had several temporary homes in the nation's capital. Representing a combined total of at least 30 million members, SOS has proved to be a highly effective lobbying force.

The coalition includes NEA, the AFL-CIO, the American Association of Retired Persons, the National Council of Senior Citizens, the American Foundation for the Blind, and numerous consumer, professional, church, and social welfare groups. □

Helping to manage billion-dollar teacher pension funds are Association leaders (left to right) Judith Fitch and Robert Barrow of Illinois, and Sally Savage of Ohio.

Teachers help determine policies for their state retirement boards

Teacher retirement funds are big business, with assets in the billions. Active NEA members in many states are learning how to invest these monies for the benefit of their colleagues by serving as retirement fund trustees.

Teachers are concerned about investing retirement funds for the best dollar return so they can provide retirees with a measure of dignity through an adequate pension check. They also want to improve benefits—for example, by increasing the annual cost-of-living adjustment and by providing retirees with medical insurance.

Three teacher leaders, members of NEA's Board of Directors, serve on state retirement fund boards. Judith Fitch and Robert Barrow are leaders in the Illinois Education Association (IEA), which controls four teacher seats on the nine-member Teacher Retirement System of the State of Illinois. IEA is seeking legislation to add a retired teacher to the board to help determine how best to invest the system's nearly $2½ billion in assets.

Sally Savage, a former Ohio Education Association (OEA) president, sits on the board of the State Teachers Retirement System of Ohio, which controls $6 billion. Six of the nine positions are held by teachers—four by OEA members, one by a higher education representative, and one by a retired teacher.

Fitch, an IEA board member who teaches talented fifth graders in Chillicothe, Ill., starts receiving letters from retired teachers around this time of year, as fuel bills go up. "They tell me they have to decide between buying fuel or food or shoes. Many can't adequately meet their health needs. I want to help the system provide benefits to all teachers to allow them to live in dignity," she says.

In her five years as a trustee of the Illinois system, Fitch has seen benefits improve for Illinois' 33,000 retired teachers. The annual pension increase has been upped from 2 to 3 percent—an amount Fitch calls "still pathetic."

The base payment to long-retired teachers had been as little as $30 a month but was raised to a guaranteed monthly minimum of $10 for every year of active service.

A supplemental health plan has been added for retirees covered under Social Security, but it still needs improvement, says Fitch, because most retirees aren't eligible. An early retirement plan for teachers 55 years of age with 20 years experience has also been added.

Fitch is still fighting to increase pension payments to teachers who have no spouse or children. They do not now recover that one-percent of their retirement contribution which is earmarked for survivorship benefits.

Sally Savage teaches third grade in McDonald, Ohio. She has spent the last four years learning the intricacies of her state's teacher retirement system, which serves 42,500 retirees.

She is proud of Ohio's "13th check," sent out to teacher retirees just before Christmas for the past two years. "We'd like to improve the annual increase (now 3 percent) so more teachers can *afford* to retire," she says, "but in many instances the 13th check exceeds a cost-of-living increase."

The extra check is permissive, however, not guaranteed: "It's strictly based on how our investments do, after we've paid our fiduciary costs." The size of the check is based on retirement benefit, years of service, and years as a retiree. A teacher with 30 years of service who has been retired for 10 years, for example, would get $480 in the 13th check.

All three trustees favor teachers' gaining control of their own retirement funds. Robert Barrow, an eighth grade language arts and social studies teacher and president of his local association in Carbondale, Ill., was elected to the Illinois retirement fund last May.

"I think the entire system is exciting because of what I see it doing for teacher members," he says. "I'm finding it more of a responsibility than I expected because we're dealing with such large sums of teachers' money."

The Illinois retirement board "can only propose legislation, not set the cost of living increase or the monthly payments," points out his colleague Judy Fitch. "Until recently we were restricted to investing in firms that had shown a profit during each of the last 10 years. That meant we missed out on investing in growth companies—but not any more. Lobbying by IEA and our retired members got the restriction lifted."

Ohio allows a more liberal investment policy, with both greater risks and higher rates of return, Sally Savage notes. "We just broadened our $6 billion investments to include real estate and over-the-counter stock."

Retirement board members rely on investment advisors and money managers to recommend profitable—but safe—money-making possibilities. "Our task is to make the best possible return on the buck," says Illinois board member Barrow. "We're always very conscious that we're dealing with other people's money, and we can't mess up their pensions."

Each summer at the NEA Representative Assembly Fitch, Savage, Barrow, and other NEA members who serve as retirement fund trustees meet informally to compare notes and share ways to further their common goal: achieving a living pension for those who have spent their lives educating others. □

Court rules California's sex-based pensions illegal

LOS ANGELES—A federal district court judge here has ruled that California's teacher retirement system discriminates on the basis of sex, violating the Equal Pay Act of 1963.

The State Teachers' Retirement System (STRS) was ordered to pay the same monthly benefits to men who choose retirement benefits with survivorship option as to women choosing this benefit option. The California Teachers Association/NEA financed the retired male teacher plaintiffs' successful suit.

At present, a male teacher who chooses the survivorship option—meaning his wife will receive his pension payments after his death—is paid an average of $65 less each month than a retired female teacher who chooses the some option for her husband.

Unlike survivorship options, basic pensions are computed equally for men and women on the basis of age and credited teaching experience. Like most state retirement systems, California's relies on life expectancy tables which show that women outlive men. The system therefore pays out less to men who have selected the survivorship option for their statistically longer-lived wives.

As a practical matter, most California teachers who choose the survivorship option are men. Some 25,000 male retirees could receive higher monthly payments if the recent court judgment is upheld. STRS is appealing the decision. □

NEA Financial Report to Members

by Secretary-Treasurer
Mary Hatwood Futrell

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1981 and 1980, and the related statements of General Fund activity and changes in financial position for the years then ended, and the Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1981. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund, and Special Purpose Funds of the National Education Association of the United States as of August 31, 1981 and 1980, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balance for the year ended August 31, 1981, in conformity with generally accepted accounting principles applied on a consistent basis.

Arthur Andersen & Co.

Washington, D.C.,
October 23, 1981.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES BALANCE SHEETS AS OF AUGUST 31, GENERAL FUND
(Note 2)

Assets

	1981	1980
CURRENT ASSETS:		
Cash and short-term investments	$ 6,352,364	$ 1,136,430
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	299,663	866,264
Other, net of reserves for cancellations of $981,274 in 1981 and $928,268 in 1980	10,300,940	10,264,741
Notes receivable — other, current portion (Note 1)	302,500	292,500
Publication sales and advertising receivables	113,887	93,476
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1981 (Notes 1 and 3)	1,079,753	889,935
Prepaid expenses (Note 1)	413,558	3,356,424
Other assets	892,970	649,674
	19,755,635	17,549,444
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable — dues, long-term portion (Note 3)	145,003	404,760
Notes receivable — other, long-term portion (Note 1)	—	302,500
Property under capital leases, net of accumulated amortization of $435,284 in 1981 (Note 1)	2,442,086	—
Equipment, less accumulated depreciation of $256,369 in 1981 and $156,775 in 1980	301,142	311,805
	2,898,701	1,029,535
Total General Fund assets	$22,654,336	$18,578,979

Liabilities and Fund Balances

	1981	1980
CURRENT LIABILITIES:		
Installment notes payable	$ 40,426	$ 37,108
Accounts payable and accrued liabilities	2,004,912	2,535,132
Accrued fringe benefits	2,439,688	2,489,997
Amount due to state and local affiliates under indemnification agreements (Note 4)	—	72,934
Amount due to special purpose funds (Note 2)	3,201,591	995,570
Amount due to capital improvement fund (Note 2)	—	51,814
Amount held for affiliates and other organizations (Note 1)	168,727	181,209
Obligations under capital leases (Note 1)	550,259	—
	8,405,603	6,363,764
LONG-TERM LIABILITIES:		
Installment notes payable	11,380	51,806
Accrued severance pay	1,729,853	1,449,879
Obligations under capital leases (Note 1)	1,891,827	—
Deferred interest payable (Note 1)	93,903	—
	3,726,963	1,501,685
Total liabilities	12,132,566	7,865,449
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
FUND BALANCE:		
Beginning of year	10,713,530	8,711,203
Excess (deficit) of income over expenses	(191,760)	2,002,327
End of year	10,521,770	10,713,530
Total General Fund liabilities and fund balance	$22,654,336	$18,578,979

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1981 Budget	1981 Actual	1980 Actual
INCOME:			
Membership dues (net of indemnification agreement allowances of $250,000 in 1980)	$69,550,000	$66,746,470	$63,454,468
Advertising	625,000	728,058	959,862
Interest and investment income	125,000	1,074,156	909,123
Fees and services, principally from affiliates and other organizations	700,000	858,126	879,444
Miscellaneous	—	167,124	124,260
	71,000,000	69,573,934	66,327,157
EXPENSES BY AREA (Note 1):			
Affiliate Services	28,027,275	27,758,167	25,948,516
Communications	7,980,742	7,677,646	6,732,119
Government Relations	1,818,542	1,705,606	2,743,819
Political Affairs	660,300	600,220	1,008,812
Instruction and Professional Development	2,247,498	2,107,795	1,766,256
Research	3,654,269	3,277,865	2,676,340
Teacher Rights	1,972,990	1,836,180	1,784,168
Administration	6,029,577	6,052,722	4,889,480
Legal Services	5,883,030	7,004,909	6,935,611
Business and Finance	3,162,102	3,825,797	3,432,679
Data Processing	3,148,016	3,421,016	2,095,535
Governance	4,415,659	4,497,771	4,311,495
	69,000,000	69,765,694	64,324,830
EXCESS (DEFICIT) OF INCOME OVER EXPENSES	$ 2,000,000	$ (191,760)	$ 2,002,327

The accompanying notes are an integral part of these statements.

SCHEDULE OF EXPENSES BY TYPE

	1981	1980
SALARIES AND BENEFITS (Note 7)	$22,037,267	$19,441,209
GRANTS TO AND JOINT PROJECTS WITH STATE AND LOCAL ASSOCIATIONS	18,454,300	16,890,693
TRAVEL	7,655,060	6,921,761
PUBLICATION COSTS	3,545,353	3,644,846
OUTSIDE SERVICES (including consultants, printing, legal and audit)	7,398,859	7,966,571
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,398,099	2,245,087
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	1,723,309	1,124,713
GRANTS TO AFFILIATE (Note 5)	5,049,067	4,701,890
MACHINERY RENTALS, REPAIRS, MATERIALS AND SUPPLIES	1,504,380	1,388,060
	$69,765,694	$64,324,830

The accompanying notes are an integral part of these statements.

STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31, GENERAL FUND

	1981	1980
SOURCES OF CASH:		
From operations—		
Excess (deficit) of income over expenses	$ (191,760)	$ 2,002,327
Depreciation and amortization expense	534,878	70,779
Decrease (increase) in—		
Receivables	310,173	(1,272,946)
Prepaid expenses	2,942,866	(3,002,797)
Increase (decrease) in—		
Current payables	1,491,580	1,156,927
Accrued severance pay	279,974	255,755
Cash provided (used) by operations	5,367,711	(789,955)
Other sources of cash—		
Proceeds from notes payable under line of credit	7,400,000	5,700,000
Proceeds from collection of notes receivable	562,257	1,136,343
Increase in obligations under capital leases	2,442,086	—
Increase in deferred interest payable	93,903	—
Total sources of cash	15,865,957	6,046,388
USES OF CASH:		
Payment of notes payable	7,400,000	5,700,000
Purchase of equipment	88,931	219,192
Payment of installment note	40,426	37,108
Increase of other assets	243,296	219,943
Acquisition of property under capital leases	2,877,370	—
Total uses of cash	10,650,023	6,176,243
NET INCREASE (DECREASE) IN CASH	5,215,934	(129,855)
CASH, beginning of year	1,136,430	1,266,285
CASH, end of year	$ 6,352,364	$ 1,136,430

The accompanying notes are an integral part of these statements.

BALANCE SHEETS AS OF AUGUST 31, CAPITAL IMPROVEMENT FUND
(Note 2)

Assets

	1981	1980
CASH	$ 805	$ 770
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $4,853,934 in 1981 and $4,616,370 in 1980	7,043,864	7,229,614
AMOUNT DUE FROM GENERAL FUND	—	51,814
Total Capital Improvement Fund assets	$ 8,798,446	$ 9,035,975

Liabilities and Fund Balances

	1981	1980
FUND BALANCE, beginning of year	$ 9,035,975	$ 9,253,765
INTEREST INCOME	35	16,533
DEPRECIATION (Note 1)	(237,564)	(234,323)
Total Capital Improvement Fund balance	$ 8,798,446	$ 9,035,975

The accompanying notes are an integral part of these balance sheets.

BALANCE SHEETS—AUGUST 31, SPECIAL PURPOSE FUNDS
(Note 2)

ASSETS

	1981	1980
CASH	$ 239,467	$ 151,732
ACCOUNTS RECEIVABLE	463,985	483,368
PREPAID EXPENSES	18,153	39,891
LEASEHOLD IMPROVEMENTS	186,091	—
INVESTMENT SECURITIES, at cost, which approximates market	203,794	160,000
AMOUNT DUE FROM GENERAL FUND	3,201,591	995,570
Total assets	$4,313,081	$1,830,561

LIABILITIES AND FUND BALANCES

	1981	1980
LIABILITIES:		
Accounts payable and accrued liabilities	$2,679,716	$ 714,156
FUND BALANCES, beginning of year	1,116,405	755,874
Excess of income over expenses	516,960	360,531
FUND BALANCES, end of year	1,633,365	1,116,405
Total liabilities and fund balances	$4,313,081	$1,830,561

STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 1981—SPECIAL PURPOSE FUNDS
(Note 2)

	Balances August 31, 1980	Income: Association	Income: Other	Expenses	Balances August 31, 1981
UniServ	$ 487,507	$13,113,356	$ —	$12,862,218	$ 738,645
NEA ERA Ratification Fund	4,497	—	139,612	100,393	43,716
Teacher Retirement Project	127,488	—	—	126,239	1,249
Teacher Exchange Project	37,039	—	—	37,039	—
Educational Technology Contracts and Grants	19,344	—	19,423	18,507	20,260
National Teachers Assistance Fund Grant (Note 8)	146,399	200,000	—	115,000	231,399
USOE Ethnic Studies Grant	737	—	—	437	300
DuShane Fund (Note 5)	—	5,219,285	45,823	5,265,108	—
William G. Carr Scholarship Award	59,470	—	3,530	4,473	58,527
NAACP Assistance	45,993	—	—	—	45,993
Hilda Maehling Fellowship Fund	136,731	10,000	35,940	14,858	167,813
Reserve for Retirement Benefits	225,861	—	—	15,149	210,712
Special Services and Educational Travel Trust Funds	(174,661)	—	4,508,859	4,219,447	114,751
	$1,116,405	$18,542,641	$4,753,187	$22,778,868	$1,633,365

The accompanying notes are an integral part of these balance sheets.

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1981 AND 1980

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The National Education Association of the United States (the "Association") is a nonprofit corporation incorporated under a special Act of the United States Congress. During 1978, the Association's Federal income tax status was changed from 501(c)(6) to 501(c)(5) by the Internal Revenue Service based upon an examination of the Association's tax returns through the years ending August 31, 1976. The Association is exempt from Federal income taxes, except for income derived from unrelated business activities. For the years ended August 31, 1981 and 1980, the Association incurred a loss from these unrelated business activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates, and Other Organizations
The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations, which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by or due to the Association as custodian.

General Fund Budget
The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the Statement of General Fund Activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Effective September 1, 1980, the Association changed its budgeting and reporting method for expenses. Program areas were reorganized from goal areas to administrative areas. Accordingly, expenses for the year ended August 31, 1980, have been restated to be comparable with the current year.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms, which allow for the payment of life memberships in equal installments over a period of ten years.

For the years ended August 31, 1981 and 1980, total life membership receipts were approximately $350,000 and $736,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1981 and 1980, the aggregate outstanding receivable balances from life membership were approximately $325,000 and $675,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Property, Equipment, and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. The depreciation recorded on the building was $237,564 in 1981 and $234,323 in 1980. The Association also capitalizes assets (principally furniture and equipment) in the General Fund with a cost in excess of $2,500 and depreciates these assets using the straight-line method over the estimated useful life of the assets. Accordingly, depreciation on equipment was recorded in 1981 in the amount of $99,594 and in 1980 in the amount of $70,799.

Investment in Nonoperating Land and Improvements
In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981, and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in 1979 in the amount of $225,380, which was recorded in the Statement of General Fund Activity.

Leases
Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1981, are as follows.

	Capital Leases	Operating Leases
1982	$ 594,555	$321,870
1983	635,995	231,624
1984	719,143	151,872
1985	669,907	7,065
1986	394,090	—
Thereafter	89,700	—
Total obligation	3,103,390	$712,431
Less—Amount representing interest	661,304	
Present value of net obligation	2,442,086	
Less—Current portion	550,259	
Long-term obligation at August 31, 1981	$1,891,827	

Prepaid Expenses
Prior to September 1980, the Association disbursed the first quarterly UniServ grants for fiscal 1981 of approximately $3,300,000. These grants are reflected in the accompanying General Fund Balance Sheet as prepaid expenses as of August 31, 1980, and were charged against the 1981 budget. Fiscal 1982 UniServ disbursements were not prepaid as of August 31, 1981.

(2) COMPOSITION OF FUNDS

General Fund
The Bylaws of the Association provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 5), government and private contracts and grants, and the administration of various services such as annuity and insurance plans for members. These Funds also include the activity of Teachers Services Corporation, an organization providing marketing and promotional services to the Association.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues not paid by certain state associations is represented by interest-bearing and noninterest-bearing notes, which are payable to the Association in varying amounts through 1983. Noninterest-bearing notes are recorded at their discounted present value. The resultant discount is recorded currently as expense and subsequently accrued as interest income over the life of the note. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1981 and 1980.

Dues Year Covered	1981 Current	1981 Long-Term	1980 Current	1980 Long-Term
1972 and prior	$103,378	$ —	$ 39,883	$ 63,495
1975	—	—	50,000	—
1976	—	—	580,070	—
1978	2,953	—	2,979	2,929
1979	193,332	145,003	193,332	338,336
1980 and 1981	—	—	—	—
	$299,663	$145,003	$866,264	$404,760

In 1976, the New York State United Teachers ("NYSUT") terminated its affiliation with the Association. The Association thereafter instituted a lawsuit seeking from NYSUT certain payments, stemming primarily from NYSUT's obligation to transmit dues from Association members in New York and from the merger agreement between the Association and the American Federation of Teachers, which originally created NYSUT. Pursuant to an agreement dated April 25, 1979, the lawsuit was settled, and NYSUT agreed to pay the Association $2,300,000 in three installments: $1,000,000 on or before September 1, 1979; $650,000 on or before September 1, 1980 (amounts received before August 31, 1980); and $650,000 on or before September 1, 1981. The final payment was received prior to September 1, 1981.

(4) AMOUNT DUE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period of up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

(5) DUSHANE FUND

The DuShane Fund (the "Fund") was established by the Representative Assembly to protect the human, civil, and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters relating to their employment. The Fund also provides short-term loans to teachers and state associations. The loans outstanding totaled $1,122,810 in 1981 and $1,344,175 in 1980. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received. During 1981 and 1980, $45,823 and $47,000, respectively, was collected and recorded as income in the accompanying financial statements. Subsequent to August 31, 1981, this loan program was discontinued.

(6) BANK LINE OF CREDIT

The Association has an $8,000,000 line of credit from a commercial bank at the prime rate. The maximum amount outstanding at any time during the years ended August 31, 1981 and 1980, was $7,400,000 and $5,700,000, respectively. Interest expense for 1981 and 1980 was $240,000 and $57,000, respectively.

In October 1979, the Association guaranteed a loan from a commercial bank to a state affiliate in the amount of $2,000,000. The loan is secured by a recorded deed of trust to the bank on the state affiliate's headquarters building. On August 31, 1981 and 1980, the amounts outstanding were $739,000 and $1,949,000, respectively.

(7) RETIREMENT PLAN

The Association participates in a multiemployer contributory defined-benefit retirement plan which covers substantially all permanent employees. Approximately 75% of the employees covered are employed by the Association; the remaining 25% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. The Association's retirement plan expense for the years ended August 31, 1981 and 1980, was approximately $1,795,000 and $1,798,000, respectively. The accumulated plan benefits and plan net assets available for benefits, as of the date of the latest actuarial review, are presented below.

	January 1, 1981	January 1, 1980
Actuarial present value of accumulated benefits:		
Vested	$19,994,377	$18,603,876
Nonvested	1,795,097	1,661,424
	$21,789,474	$20,265,300
Net assets available for benefits	$39,496,771	$32,755,765

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $29,244,975 as of January 1, 1981.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1981 and 1980. The latest actuarial report stated that the retirement plan had no unfunded liabilities.

(8) CONTINGENCIES

National Teachers Assistance Fund, Inc.
The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of NTAF and also by the Association's letter of credit in the amount of $1,795,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1981, the Association is contingently liable for $950,000 of the $1,900,000 loans guaranteed by NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

Other
The Association has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on the Association.

TV/RADIO TIPS

NEA recommends...

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

An Innocent Love—*CBS-TV, Wednesday, January 13, 9-11 p.m. ET.* Touching new made-for-TV movie about the emotional development of a 14-year-old math genius who gradually learns to take chances in realms other than the purely intellectual.

Brideshead Revisited—*PBS, Mondays beginning January 18, 8-9 p.m. ET.* Based on Evelyn Waugh's best-selling novel, this 13-part series follows the decline of the aristocratic Marchmain family from the early 1920's to 1944. Starring Lord Laurence Olivier and Claire Bloom as Lord and Lady Marchmain; all-star cast also includes Sir John Gielgud, Mona Washbourne, Jeremy Irons, and Anthony Andrews. Due to mature themes, this series is recommended specifically for use in high school and college courses.

La Boheme—*PBS, Wednesday, January 20, 8-10:30 ET.* 'Live from the Met' presents Franco Zeffirelli's production of Puccini's classic love story. With English subtitles; simulcast in stereo in many cities.

Horizons—*National Public Radio, weekly; check local station schedules for airtimes.* Each "Horizons" broadcast during February (Afro-American History Month) will be devoted to an examination of black culture. NPR will also air four weekly one-hour specials in February, spotlighting black worship services, the work of ethnographer John Gwaltney, the poems and stories of Maya Angelou and other black writers, and the jazz trumpet of Clifford Brown. *Check local listings for dates and times.*

Botanic Man—*CBS Cable, Thursdays, 8-8:30 p.m. and 11-11:30 p.m. ET, repeated Fridays, 5-5:30 p.m. ET.* Weekly series on evolution, featuring botanist David Bellamy.

Children's Radio Theatre—*National Public Radio, weekly, beginning in January (check local listings for dates and times).* New series of 13 original radio dramas for children, ranging from sprightly adaptations of classic folk tales through humorous musical revues to serious treatments of engaging social topics.

Anthony Andrews stars in "Ivanhoe," upcoming CBS-TV Library of Congress "Read More About It" special to be aired in late February.

One of a Kind—*weekly, syndicated in many states (check local TV listings for station and airtime).* Half-hour children's shows created by former teacher and NEA member Myrliss Hershey of Kansas. Series emphasizes self-concept, nutrition, exercise, and problems many children share. An excellent teacher's guide is available from "One of a Kind," Educational Service Institute, 434 N. Oliver Street, Wichita, KS 67208.

Short Stories, Tall Tales—*CBS-TV, Tuesday, February 2, 4:30-5:30 p.m. ET.* 'CBS Library' series presents an anthology of American short stories, "hosted" by Washington Irving. Featuring "The Chaparral Prince" by O'Henry, "Antaeus" by Borden Deal, and "The Invisible Boy" by Ray Bradbury.

The Hunchback of Notre Dame—*CBS-TV, Thursday, February 4, 9-11 p.m. ET.* 'Hallmark Hall of Fame' presents an adaptation of the classic Victor Hugo novel. Starring Anthony Hopkins, Sir John Gielgud, and Lesley-Ann Down.

Ivanhoe—*CBS-TV, an evening in February, 8-11 p.m. ET.* Special adaptation of the classic Sir Walter Scott tale about a young 12th century Saxon knight who seeks to right the wrongs of his times and becomes embroiled in a series of suspenseful adventures. A Library of Congress "Read More About It" special starring Anthony Andrews, James Mason, and Olivia Hussey. □

IN BRIEF

NEA offers help with your taxes

WASHINGTON, D.C.—Are you confused about the recent changes in the tax law? Need advice about which of your job-related expenses are deductible?

Look no further than NEA's new 1982 *Federal Income Tax Guide.* This 168-page handbook is directed at the special tax situations faced by teachers and other school employees. Written in a highly readable style, it includes filled-out examples of the various tax forms.

To get your copy, send $4.95 to NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516. Please specify stock no. 1386-7-OD and include payment with your order. NEA pays the postage. □

'I Love Liberty' student contest opens

WASHINGTON, D.C.—"People for the American Way," the new nonpartisan, nonprofit organization working to protect all Americans' First Amendment rights, is sponsoring a national contest to encourage K-12 students to understand and appreciate the concepts of liberty, freedom, and justice.

Entries—in the form of art, music, or writing—will be judged for their creative expression of the "I Love Liberty" theme and for their ability to inspire Americans to think about the liberties they cherish.

There will be nine winners in each state and nine national winners. Each national winner will receive a $500 savings bond.

A colorful classroom poster with a teacher's guide for the contest printed on the back is available free from People for the American Way, 1015 18th Street, N.W., Washington, DC 20036.

Entries must be postmarked by April 15 and must indicate name(s) of student(s), name of teacher (please indicate if you are an NEA member), grade level, name and address of school, phone number, and whether the entry is from an individual, small group, or entire class.

Mail to: 'I Love Liberty' Contest, P.O. Box 2219, Grand Central Station, New York, NY 10163. □

Attention, retirees

WASHINGTON, D.C.—Since September 1981, NEA has been mailing a special edition of this newspaper to retired members.

If you are retired but have received this "general" edition of the *NEA Reporter*, it means we don't have you properly coded in our computer, and we'd like to correct the situation.

Please help us by taping your mailing label from this issue onto a sheet of paper or a postcard with a brief note stating that you should be receiving the "retired" edition. Mail the note or card to Penny Grayson, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Thanks! □

NEA looking for volunteer readers

WASHINGTON, D.C.—NEA is committed to developing outstanding professional materials for its members. There are over 500 books and audiovisual items now available for purchase through the NEA Professional Library, with about 50 additional publications issued each year.

Topics include discipline, motivation, sex role stereotyping, values, classroom research, multiethnic education, education of gifted and handicapped students, and many more.

To help ensure that all new NEA materials are as current and useful as possible, NEA members are urged to volunteer as manuscript readers. Such readers are identified in the printed publication as members of the Advisory Panel.

To volunteer, send your name and address to Gordon Felton, NEA Professional Library, 1201 Sixteenth Street, N.W., Washington, DC 20036. If you teach other than elementary, please indicate grade level and subject area. □

Nominations sought for NEA Applegate Award

WASHINGTON, D.C.—NEA's Committee on International Relations will accept nominations for the 1982 Irvamae Applegate International Understanding Award until April 23.

The award is presented each summer during the NEA annual meeting to a teacher who has furthered international understanding through outstanding leadership, actions, and support. Nominees need not be American citizens, but they should reflect the philosophy and principles of the NEA's international relations program.

The Applegate award is named for a former NEA president and leader of the World Confederation of Organizations of the Teaching Profession.

Individual NEA members, as well as local and state affiliates, may make nominations. Nominating forms are available from NEA regional offices, from members of the NEA Board of Directors and Executive Committee, and from the NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

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- IRELAND & BRITAIN. TWO WEEKS **$599**
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DEPARTURE DATES: June 19† July 4, 11, 18, 25, August 1, 8, 15, 22, 29, September 4†

† **NOTE:** $599.00 plus 15% for service & taxes apply to departures on June 19th & September 4th. For all other departure dates please add $79.00 peak season surchage.

FOR SUPERIOR HOTELS PLEASE ADD $90.00 PER PERSON AND FOR SPECIAL CATEGORY HOTELS SUCH AS THE HILTON IN SAN FRANCISCO PLEASE ADD $130.00 PER PERSON TO THE ABOVE RATES.

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TOUR PRICE INCLUDES air transportation between New York and Vancouver; transfers and baggage handling between airport and hotel; 13 nights hotel accommodation in twin bedded rooms with private bath or shower—3 nights in Vancouver, 2 nights in Victoria; 1 night in Campbell River; 1 night in Houston; 1 night in Prince George; 2 nights in Jasper; 2 nights in Banff; 1 night in Vernon; 1 night aboard cruise ship on the Inside Passage en route from Campbell River to Houston; ground transportation via deluxe motorcoach; ferry to Vancouver Island; guided tour of Victoria; Jasper Sky Tram; Banff Mountain Lakes region tour; guided tour of Vancouver; escort while en route; hotel taxes and service charge; and porterage of one piece of luggage per person at the hotels..

DEPARTURE DATES: June 24†,28, July 5, 19, August 2, 16, 19, September 7†

† **NOTE:** $999.00 plus 15% for service & taxes apply to departures on June 24th & September 7th. For all other departure dates please add $100.00 peak season surchage.

London Holiday Tour. Two Weeks $865.00

plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights of hotel accommodation in a first class hotel in twin bedded rooms with private bath or shower; continental breakfast daily; half day panoramic sightseeing of London; hotel service charges and taxes; tips to porters for handling one suitcase per person at the airport and the hotel.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

London/Paris/Amsterdam. Two Weeks $955.00

plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service from New York to Amsterdam and from London to New York; transfers and baggage handling between airports and hotels; 13 nights hotel accommodation based on double occupancy in tourist class hotels in twin bedded rooms with private bath or shower—6 nights in London, 3 nights in Amsterdam and 4 nights in Paris; continental breakfast daily; ground transportation by private coach; services of a local host in each city; canal cruise in Amsterdam; half day panoramic sightseeing of Paris; sightseeing of Versailles and Fountainbleau; half day panoramic sightseeing of London; Full day English countryside tour; hotel service charges and taxes; tips to porters for handling one suitcase per person at hotels and channel crossings; Hovercraft fare; and entrance fees to included sightseeing.

NOTE: For $100.00 more per person you can have first class hotels.

DEPARTURE DATES: June 28, July 5, 12, 19, 26, August 2, 9, 16, 23, September 6, 13, 20

England/Scotland/Wales. Two Weeks $955.00

plus 15% for service & taxes

TOUR PRICE INCLUDES scheduled trans-atlantic jet service between New York and London; transfers and baggage handling between airport and hotel; 13 nights accommodation based on double occupancy in first class hotels in twin bedded rooms with private bath or shower—4 nights in London, 1 night in Stratford, 1 night in Llangollen, 1 night in Carlisle, 2 nights in Edinburgh, 1 night in Bingly, 1 night in Nottingham, 2 nights in Brighton; continental breakfast everyday; panoramic sightseeing of London; excursion to Windsor; ground transportation by private motorcoach; services of a tour escort on the cross country through Britain; hotel service charges and taxes; tips to porters for handling one suitcase per person at the hotels; and entrance fees to included sightseeing.

DEPARTURE DATES: June 25, July 2, 9, 16, 23, 30, August 6, 13, 20, 27, September 3, 10, 17.

Please add 15% for service and taxes to all prices shown. Prices are per person based on double occupancy with departures from New York. Other departure cities are available at applicable add-on fares. These tour rates are based on air and other costs prevailing at the time this material was prepared; rising fuel and other costs can result in increases in airfares and other costs—which would increase tour prices. Your deposit of $100.00 per person will reserve space on a tour of your choice, until the brochure is sent to you. At that time you can send us the official application form and return it to us, or cancel your reservation and receive a full refund. As these tours were very popular last summer, reservations shall be accepted on a 'first come, first served' basis, subject to availability. So please hurry!

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NEA Travel Service, in conjunction with Trafalgar Tours, a leading specialist in escorted motorcoach tours, offers a range of itineraries throughout Europe and Britain at a 3% reduction in price. All tours are exculsive of air fare; see section on air fare below. Here is a representative sample:

BEST OF BRITAIN 16 days from $799 to $870. Less 3% NEA discount

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HEART OF ENGLAND 7 days from $399 to $450. Less 3% NEA discount

Few tours could achieve as much as this itinerary which, in only seven days, captures the history, pageantry, folklore and natural beauty that is uniquely England. You'll see Royal Windsor, wander through stately Beauliew and learn the legends of King Arthur. Over stoneless Salisbury Plain to gaze in awe at mysterious Stonehenge, and then tour the incredible Roman Baths in Bath. You'll fall in love with the timeless Cotswold villages, and Stratford-upon-Avon with its own special story to tell. Relax amidst the medieval splendor of York before traveling through Norfolk's vista of colorful farmland, to learned Cambridge with its impressive colleges and beautiful gardens, and finally to London - the completion of a fabulous tour that in every way reflects the Heart of England. Tour rates, *exclusive of air fare*, include first-class accommodations, based on sharing twin-bedded rooms with private bath, full English breakfast and three-course dinners throughout, all hotel service charges, local taxes, baggage handling and hotel tips, and the services throughout of a professional Tour Manager.

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[2]The current male 10-year certain and life settlement.

*These cash values do not reflect any reduction for state premium taxes, which may or may not be required by your state.

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"I'd love President Reagan to visit my classroom, to come into a school and see what's going on. I'd like him to talk to the parents of my students and let them tell him about the progress their children were making—before the budget cuts."

BUDGET BATTLE, ROUND TWO

coverage starts on page 3

YOUR TURN

The teacher is still the catalyst for success

by Sarah D. Williams

Sarah D. Williams teaches remedial English at Monroe High School in Monroe, North Carolina. A 24-year teaching veteran, she is active in her local, district, and state associations. Past honors include being named Teacher of the Year by her students and Most Creative Teacher by her colleagues.

The teacher today is traumatized by the internal pressures of idealism at war with conflicting educational theories, indifferent students, competition with television, and pressures from the school administration to improve test scores, to reduce dropouts, and to inspire the "space cadet" who comes to class with his mind blown by drugs or alcohol.

Externally, the teacher is rocked by negative media coverage. Add physical assault, mainstreaming, inflation, budget cuts, accountability, threats of reduction in force, and you have one ghastly picture of the teacher's dilemma.

Many teachers have come to see themselves as casualties in a losing battle for learning and order. Nearly every time teachers get together, they seem compelled to exchange war stories and complaints, only to arrive at the same soul-numbing conclusion: teaching must be the most frustrating job this side of Hades.

It is easy to say, "Well, it's not my fault. I'm doing the best I can. After all, I have the child for only a short time each day. The rest of the time he or she is influenced by peers, family, the community, and television." True. But if these are the significant influences in the child's life, we will just have to learn to use them to achieve our end.

The teachers in America represent the greatest "brain bank" in the world. In spite of the problems in learning today, the teacher is still the catalyst for success in the classroom.

If you see education as a lifeboat that has been overloaded with program after program in an attempt to be everything to everyone, it is time to assume the power and authority of the captain at the helm and begin to bail like the devil. For starters:

► Develop support groups for teachers within your faculty or system. Shore each other up—emotionally, spiritually, and professionally.

► Help students help themselves by organizing peer tutoring and counseling. It works.

► Don't allow retired teachers to simply fold up their tents and ride off into the sunset. Use that wealth of knowledge and experience to organize and coordinate school/community programs.

► Involve parents to relieve teachers of some nonteaching responsibilities. These parents then become liaisons with the community.

► Appeal to the principal for a faculty advisory committee to meet regularly to assess problems. Shared responsibilities lead to smoother sailing for everyone.

► Involve members of significant agencies in your school program. Invite a board member or a county commissioner to "walk through" a day with you.

► Promote active membership and participation in your professional organizations. They are molding your future. Don't you want a voice?

► Make a point of knowing your legislative candidates and where they stand *before* the elections. Keep them posted about your concerns *after* they are in office.

► Appeal to the school board to seat a nonvoting teacher representative.

► Maintain high standards of professionalism in your classroom and demand the same from others.

If we don't assume command and steer this boat back on course, we shall continue to founder while various special interest groups use educational deficiencies as a club to beat us senseless.

I am tired of being pulled in so many directions, bombarded by so many demands. For too many years the most vital missing pieces have been those teachers who are willing to dig in and say, "Hey, now! I'm tired of your making mincemeat of my profession, my students, my life! My job is ______________. My day consists of ______________. My salary covers ______________________.

If you want that report in triplicate, you'll either have to get someone else to do it or wait until tomorrow because Timmy is struggling with his multiplication tables and needs my help and attention today. Especially today. You see, his parents have just separated, and he's feeling awfully insecure."

Let us not lose sight of why we are in this profession. Join the teacher who declared, "We teachers know there is a better way. Why don't we unite to achieve it?"

We can put the pieces together—together. We must. NOW. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

'Scarecrow'

It is extremely unfortunate that your editors chose to print "Scarecrow: A Field Study" (*guest editorial, Jan.-Feb.*) on a page opposite the article about the "Day of Conscience," because the editorial's effect is to weaken, not build, support for public education (and for NEA).

Mr. Bellante's "mistake in judgment" is usually called theft. His analogy is ridiculous. His school board's response is just, because a teacher (especially one who claims to encourage his students' "dreams and ideals") has a professional obligation to be a law-abiding model.

As a release for Mr. Bellante's anger, "Scarecrow" is fine; as an editorial to be widely read in the *NEA Reporter*, it is not.

Karen Jenkins
Fallbrook, California

Instead of bemoaning his plight in allegory, Rich Bellante should be happy that he was merely suspended for a semester. Neither the seemingly small dollar amount nor Bellante's contention that this was his first slip-up in six years diminishes the basic fact that he did something wrong.

Mari Corson
Voorhees, New Jersey

What a sad commentary of distorted values when a teacher's reputation and effectiveness can be so jeopardized—in a field where "humanness" is supposed to have top priority.

A. Allen Chapman
Pasadena, California

Teacher competency tests

I was dumbfounded by the selective vision exhibited in "A Closer Look at Teacher Competency Testing" (*Jan.-Feb.*).

Agreed, Paul Smith's situation is a horror story of incompetently administered competency testing. Agreed, there is no accurate instrument with which to measure a teacher's competency.

However, it is paramount that we advocate high standards for teachers. It is shocking to see illiterate writing and hear ungrammatical language from teachers. The solution is not to close "marginal [teacher training] programs." Some of these poorly educated teachers have managed to receive degrees from colleges reputed to be excellent.

We cannot condemn justifiable efforts to maintain high standards for teachers while simultaneously we base promotions, tracking, and achievement-level grouping of students on equally imperfect tests. My question about properly administered competency testing is: why not?

Deborah J. Horvitz
Brookline, Massachusetts

I applaud the effort to develop teacher competency testing instruments. These must, however, be rigorously standardized.

This development should result in tests which regularly exclude 10 percent of those taking them. Only the successful 90 percent should be allowed to teach.

The remaining 10 percent? As in the past, they will become administrators.

Daniel D. Schechter
Nutley, New Jersey

The position that teacher training institutions should be where "incompetency" is weeded out is well taken.

Unfortunately there are some "bad teachers" already in classrooms. Do we sacrifice their students?

And I am not so sure I would like to be treated by a doctor who "almost" passed his internship but had a creative approach to medicine and communicated well with patients.

Furthermore, anything that makes it more difficult to earn a teaching certificate will have the function of raising salaries for those who qualify.

Rod Smith
Oskaloosa, Kansas

Teacher family size

How can Sheldon E. Leonard (*Letters, Jan.-Feb.*) expect that the taxpayers should help him feed his nine children through school lunch benefits? When my husband and I planned the size of our family, we took into account our careers and estimated budgets and decided a small family was all we could afford. We did not expect then or now that the federal government was at all involved.

I am very proud to be a teacher and a supporter of the Reagan administration!

Betty Hopper
Montgomery, Alabama

NEA vs. AFT on El Salvador

I was impressed by the excellent report "Nightmare in El Salvador" in your December issue. I am a teacher and researcher of Latin American development at the State University of New York. The position of the NEA Representative Assembly on El Salvador is in accord with the stand taken by most progressive and democratic trade unions and civic associations throughout Western Europe, Latin America, and Canada.

In contrast, the Shanker-controlled American Federation of Teachers (which unfortunately is the union at our University) has consistently supported the murderous Duarte regime in El Salvador and the so-called "land reform" imposed by terror and death squads. The AFT went so far as to hold a luncheon honoring the representatives of the totalitarian regime at a recent convention.

James Petras
Binghamton, New York

NEA REPORTER

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WILL SCHOOLS GET AX...AGAIN?

"If the budget cuts continue, I see a lot of kids not getting the attention they deserve . . ."

The words of Joyce Benge, a special ed teacher at Coulston Elementary in Shelbyville, Indiana, echo the frustrations of NEA members all around the country. The Reagan Administration's second-year budget proposals raise the grim prospect of still deeper cuts in education programs.

It's clear now that the Administration is out to virtually eliminate federal support for public education. But with most state and local governments financially strapped, who's going to pick up the slack?

If Congress approves the new federal budget submitted by the Administration in early February, the result will be nothing less than disaster for American education at all levels.

President Reagan is calling for a new round of deep cuts in federal aid programs already slashed by his first budget. The Administration hopes to win passage of these new cuts this summer—before educators, students, and parents have felt the full pain of last year's budget ax. Because most education programs are funded a year in advance, the real drop in federal dollars under the current (fiscal year 1982) budget will not be apparent until this coming fall.

The fiscal 1983 budget proposals now being hotly debated in Congress include new cuts averaging 25 percent for compensatory education (Title I), impact aid, block grants, vocational and adult education, aid for education of the handicapped, college student grants and loans, Indian education, and many other popular programs.

In all, the Administration wants to slash more than $3 billion from education in fiscal year 1983, which begins October 1, 1982. The cuts in compensatory reading and math programs alone could translate into layoffs for as many as 73,000 full-time teachers and aides.

The proposed education cuts are part of a general raid on domestic spending that would also lop billions of dollars from medicaid, food stamps, and welfare.

In another move clearly symbolic of the effort to diminish if not eliminate the federal role in education, the Administration has drawn up its budget documents as if Congress had already dismantled the two-year-old U.S. Education Department.

As reflected in the budget proposal, the Reagan plan is to terminate many ED programs outright, disperse others to different federal agencies, shrink still others before combining them into block grants and turning them over to the states, and leave the remainder to be administered by a stripped-down, virtually powerless new "Foundation for Education Assistance," which would be accountable only to the President, not to Congress.

ED's Office for Civil Rights would be abolished, shattering the longstanding federal commitment to equal educational opportunity. The new foundation would have no power to investigate complaints or to make schools or colleges comply with antidiscrimination laws.

NEA and allied national organizations in the Committee for Full Funding—and in coalitions to save the Education Department, Title I, urban education, handicapped education, and other programs—are pulling out all the stops to dissuade Congress from going along with the Administration's proposals this year.

The crisis has brought together as never before groups representing higher education, K-12, school boards, administrators, teachers, parents, and other constituencies, uniting the entire education community in the struggle against a common threat.

One key NEA strategy is a nationwide letter/postcard/telegram campaign to let members of Congress gauge grassroots opposition to education's unfairly large share of the new budget cuts. "Congressional contact teams" of Association activists in each congressional district are making phone calls and personal visits—including trips to Capitol Hill in many cases—to urge their representatives to resist the Administration's attempts to undo years of educational progress.

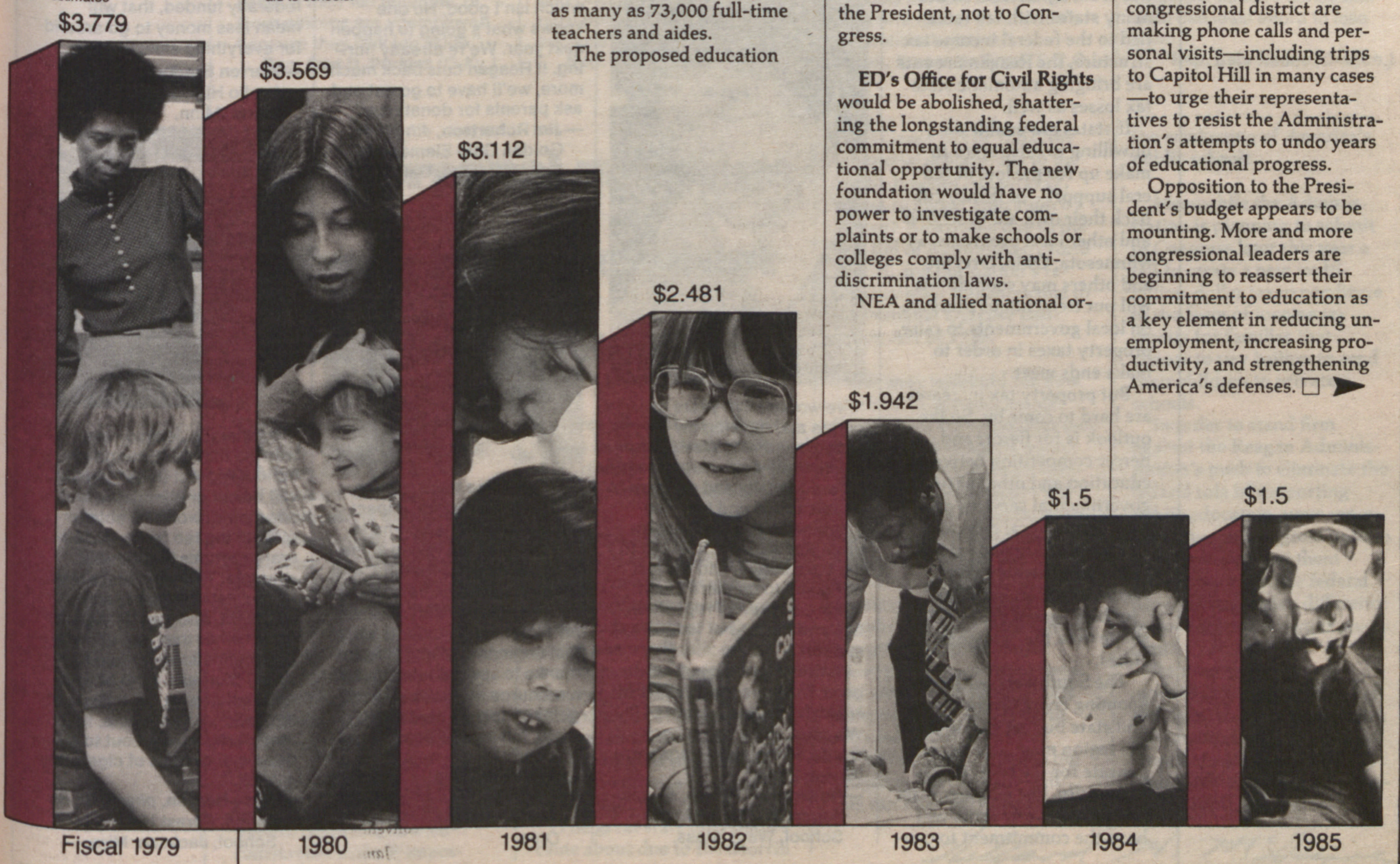
Opposition to the President's budget appears to be mounting. More and more congressional leaders are beginning to reassert their commitment to education as a key element in reducing unemployment, increasing productivity, and strengthening America's defenses. ☐ ➤

Declining federal dollars

in billions

Source: Office of Management and Budget estimates

The figures here are for the largest single federal education program: Title I (education of disadvantaged students, now chapter 1 of the education block grant law passed last summer). The Reagan Administration is proposing similar sharp drops in funding for most other forms of federal aid to schools.



". . . I don't see how the states can pick up the tab . . ."

Many state, local budgets already stretched thin

The recession that is straining family finances has put the squeeze on state and local government budgets as well. It seems unlikely that many of them will be able to make up the school dollars lost if Congress approves a new round of cuts in federal education programs—or turns the programs over to the states without adequate funding to cover the costs.

A majority of states are projecting budget deficits in the current year—or at best a surplus of 1½ percent or less. The big reason, of course, is the economic downturn, which is causing revenues to fall far short of expectations in state after state.

Recent tax decisions have also eroded state and local revenue bases. Colorado, for example, reduced tax rates and instituted tax rebates back when the state was running surpluses. Those days are gone, and now the revenue is sorely missed. In the many states with tax rates tied to the federal income tax structure, the Reagan tax cuts are bringing automatic state tax losses as well.

If states are unable or unwilling to raise taxes to make up for the loss of federal support—or if they cut back their own aid to schools and other local programs, as Minnesota, Ohio, Oregon, and others may soon do—it will put tremendous pressure on local governments to raise property taxes in order to make ends meet.

But property tax increases are hard to come by. So the outlook is for fiercer and fiercer competition between education and other basic governmental services over ever scarcer local revenues.

The school finance picture varies considerably from region to region, with the "sunbelt" generally in better shape than the "frostbelt" states.

The **Southwest,** with its booming energy industry and state budget surpluses, is the region most able to compensate for the federal cuts *financially*. But whether state and local governments will have the commitment to continue serving bilingual, disadvantaged, and other costly school populations should federal programs disappear is another matter.

In parts of the lumber-dependent **Pacific Northwest,** the recession has become an outright depression, due to the slump of new housing construction nationwide.

Because they depend on durable goods and related industries, Michigan, Ohio, Indiana, Wisconsin, New York, and other states in the **Great Lakes** region have been especially hard hit by the recession. High unemployment is both reducing revenues from income and sales taxes and putting heavy new demands on state budgets in the form of unemployment compensation. □

New England

"I've worked five years to create and develop my school's individualized learning center—a resource room for emotionally and physically handicapped and learning-disabled students. This program has already been cut to the bare bones, and it's just not going to be there much longer, between Proposition 2½ and the loss of federal support.

"When a good program goes down the tubes, it's the *kids* who bear the brunt of it. We seem to be going backwards, to the way things were 50 years ago."

—Rosanne K. Bacon, *special education*, Ware High School, Ware, Mass.

Pacific Coast

"My biggest budget problem is lack of materials. We can't get simple basic things like pencils, paper, or erasers. My English books date back to when I was in school! And there are never *enough* books. When new kids are added to my class they have to share, which isn't good. No one knows what's going to happen next year. We're already hurting. If Reagan cuts back much more, we'll have to go out and ask parents for donations."

—Jim Robertson, *4th grade*, Golden Gate Elementary, San Francisco, Calif.

Great Lakes

"Our air force base is gone, and so is the federal impact aid our district had come to rely on. We'll be losing some of our special ed funding, and the standards will be tightened so fewer kids qualify. Some of my worst math students were just beginning to improve, thanks to special tutoring and a resource room. They won't get that now. I'll try to help them, but my classes will be bigger."

—Ann Eblin, *history and math*, Hamilton Township Middle School, Franklin County, Ohio

Upper Midwest

"Minnesota has had an excellent education program for years, which is now eroding thanks to voodoo economics. Our governor ran on a pledge to index the state income tax so as to stop "bracket creep" due to inflation. But indexing combined with the economic downturn has caused an $800 million state budget shortfall. My school board is looking at cuts of from $1 million to $4 million next year.

"We've never gotten more than a small amount of federal money here. But if our district budget starts having to stretch to cover special ed and the other programs that have been federally funded, that will mean less money to go around for everything else."

—Warren Bradbury, *English*, Apollo High School, St. Cloud, Minn.

Deep South

"Teachers in Jackson are worried that our Emergency School Aid Act (ESAA) funds will be cut or eliminated and our district won't be able to pick up the tab for these federal programs that benefit students. The legislature tells us the state budget is also very tight, and they're wondering whether they can afford a 3 percent statewide teacher salary increase. With Mississippi salaries at the bottom of the national totem pole, that kind of raise works out to a couple of cartons of cigarettes a week."

—Alice Harden, *physical education*, Forest Hill High School, Jackson, Miss.

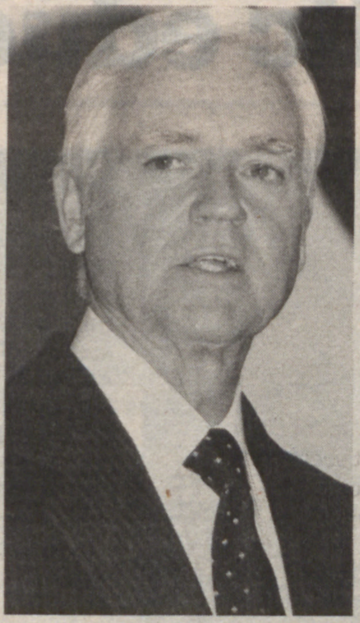
. . . for all the school aid programs the President wants to shift out of the federal government."

Education and the national interest

As the Reagan Administration's plan to "get the federal government out of the education business" becomes clearer, members of Congress from both parties are beginning to speak up in opposition. The U.S. government has a legitimate interest, they point out, in helping to develop the productive, educated citizens upon whom the nation's economic future depends.

"Federal education programs seek to meet needs that state and local educational agencies are unable to meet with their own funds. To say that these programs should be drastically cut back or turned over to the states is tantamount to saying it is not a national concern if our schoolchildren are poorly educated or undernourished, if our poor or handicapped students are not helped to achieve their full potential, or if our citizens are unemployed because they lack job skills."
Rep. Carl D. Perkins *(D-Ky.)*

"Education is at the heart of all efforts to build a strong economy, a strong nation, and a productive people. As such, this enterprise deserves the fullest commitment of our national resources. This prescribes a federal role in support of education—a role that must not be diminished merely because times are tough."
Rep. James Leach *(R-Iowa)*



"As a parent, a citizen, and an office holder, I have always believed that public education is the best investment a nation can make. It develops a diversity, a competitiveness, and a competence that is nowhere else available. Our public schools are run by 16,000 local school boards, and theirs has always been the fundamental role. Those who pose the straw man of a public education monopoly have not travelled this land and breathed the diversity and the vitality of 107,272 public schools. The public school teaches the American way as no other school can teach it. There is no substitute. Our public schools are and must remain the cornerstone of America's educational system."
Sen. Ernest Hollings *(D-S.C.)*

"It is in our national interest both in terms of economic prosperity and national security that the federal government make an investment in education. It represents a national commitment needed to develop the human capability so essential to the future strength of our country."
Rep. Carl Pursell *(R-Mich.)*

"The complete elimination of any federal role in education, if it is accomplished, will come at the cost of proven, valuable education programs at a time when our nation's schoolchildren can least afford to lose them."
Rep. Dale Kildee *(D-Mich.)*

A personal message from NEA President Willard McGuire

The Constitution of the United States and the lessons of history spell out the federal government's role in American affairs quite clearly. Whenever a matter crosses state lines, it creates concerns and needs that the individual states cannot easily or equitably handle.

This has long been true for interstate commerce—and is equally true for education. America's public schools are a local function and a state responsibility, but they are also an important federal concern. Variations in state wealth, resources, and circumstances make it impossible for all students to have access to equal educational opportunity without aid and support from the national level.

To argue, as the Reagan Administration does, that the federal government should stay out of educational matters is to ignore our nation's entire history. Public education came about largely because of the Northwest Ordinance of 1787 and other statutes in which Congress required the territories and states to set aside land for public schools.

The great state universities came about due to the Morrill Land Grant Act of 1862, the vocational schools due to the Smith-Hughes Act of 1917, access to higher education by average Americans due to the G.I. Bill of Rights after World War II, and our nation's recent scientific advances due to the National Defense Education Act of 1958.

We may withhold for now our final judgments on Mr. Reagan as a President, but we must not fail to speak out on the education proposals coming from his Administration.

Clearly the proposals to demote education from cabinet rank to a "foundation," to disperse major school aid programs into other federal agencies where they will have low priority, to terminate many programs outright and fold others into block grants whose use will be left up to each state, and to further slash funding for the few big programs that remain—all this can have only one result: the weakening of America's public schools.

Meanwhile the Administration is planning to submit to Congress later this year a bill to create a new multi-billion-dollar tax expenditure in the form of income tax credits for families that choose to pay tuition to send their children to private schools.

In order to stand firm against the Reagan Administration's push to eliminate the federal role in supporting public education, your representatives in Congress need to hear from you. Let them know how a specific federal program has made a difference in *your* school, for *your* students.

Remind them that now more than ever the federal effort must continue if America is to maintain one of the keystones of national prosperity: high-quality, tuition-free, universal public education.

Willard H. McGuire

NATIONAL DAY OF CONSCIENCE launches year-long crusade for public education

Pearland (Texas) Mayor Tom Reid, an amateur paleontologist, teaches an earth science class at Pearland Intermediate School as part of a "celebrity teach-in" calling attention to the National Day of Conscience for Public Education.

"Today's Children—Tomorrow's Future" is the theme of a National Day of Conscience montage created by Cohasset (Mass.) High School teacher Joan Robbins' 8th grade American Studies class. Robbins (in white sweater) and her students also duplicated the Day of Conscience logo, made it into colorful paper "buttons," and gave one to every teacher in the school to wear.

"Liberty and justice for all . . . impossible without public education. Think about it." That's the message Texans have been getting in recent weeks via a 30-second TV spot produced by the Texas State Teachers Association as part of its wide-ranging National Day of Conscience efforts.

Across the country, NEA members and affiliates made a cold January Sunday a "day of awakening" for a nationwide drive to preserve and defend America's tradition of tuition-free public schools.

January 17, designated a "National Day of Conscience for Public Education," was a day of news conferences, talk show appearances, speeches, marches, and quiet reflection. The occasion received major media coverage in some states. Among the hundreds of state and local activities reported:

In **Texas**, local Associations persuaded mayors to proclaim the day as an official community observance . . . Associations in **Hawaii** and many other states used paid ads in daily and weekly newspapers to get the pro–public education message across . . . the **Washington** Education Association bought advertising space on the sides of transit buses in the state's most populous counties . . . the NEA affiliate in **Pinellas County, Fla.,** prepared National Day of Conscience flyers for church bulletins . . . clergy in **Hawaii** and **Texas** delivered sermons commenting on the importance of public schools to the American way of life.

The timing of the National Day of Conscience coincided with the opening of many legislative sessions. Teachers in **Idaho, Missouri,** and other states staged massive lobbying blitzes at their state capitols . . . local Associations such as **Nevada's Clark County** CTA brought state legislators into the classroom on Monday, January 18, as "Teachers for a Day."

Persuasive arguments by Association leaders on a **Fairhaven, Mass.,** radio talk show led the formerly anti–public school host of the show to change his opinions about public education and educators. . . The **Maine** Teachers Association honored public school alumni. . . . On the Friday before the Day of Conscience, the **Utah** Education Association publicized the Day by putting virtually every teacher in the state into a T-shirt proclaiming "I Care About Public Schools."

As we go to press, entries in the National Day of Conscience student poster contest continue to pour in from NEA local affiliates coast to coast. The winner will be announced in March. ☐

NEA-PAC: education's defense fund

NEA-PAC

Tens of thousands of NEA members have already contributed to the drive to build up NEA's political action arm (NEA-PAC) for this November's critical congressional elections.

Whatever your political party or preference, under federal election laws NEA-PAC is the *only* way you can pool your political contributions with those of your colleagues to help pro-education candidates for Congress—from your own state or nationwide.

NEA-PAC's current goal is to provide financial backing to every congressional candidate who earns an endorsement this year. NEA-PAC endorsements are passed on the recommendations—and require the concurrence—of the appropriate state Association body.

The NEA Representative Assembly has set $10 as the recommended annual NEA-PAC contribution per member. Contributions may be made directly to NEA-PAC, 1201 Sixteenth Street, N.W., Washington, DC 20036. In many areas members may choose to contribute through convenient payroll deductions.

Political contributions qualify for federal income tax credits—and in some states for state tax credits or deductions. You may take 50 percent of your contribution to NEA-PAC off the taxes you owe the federal government, up to a maximum credit of $50 for an individual return and $100 for a joint return.

Please note

The National Education Association Political Action Committee (NEA-PAC) collects contributions from Association members and uses these contributions to help elect friends of education to federal office. Contributions to NEA-PAC are, of course, voluntary and are not a condition of membership in NEA or any of its affiliates. While NEA recommends an annual contribution of $10 to NEA-PAC, this is only a suggestion. A member may contribute more or less than the suggested amount or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in NEA and its affiliates in any way. ☐

Political action fund drives keep the momentum building

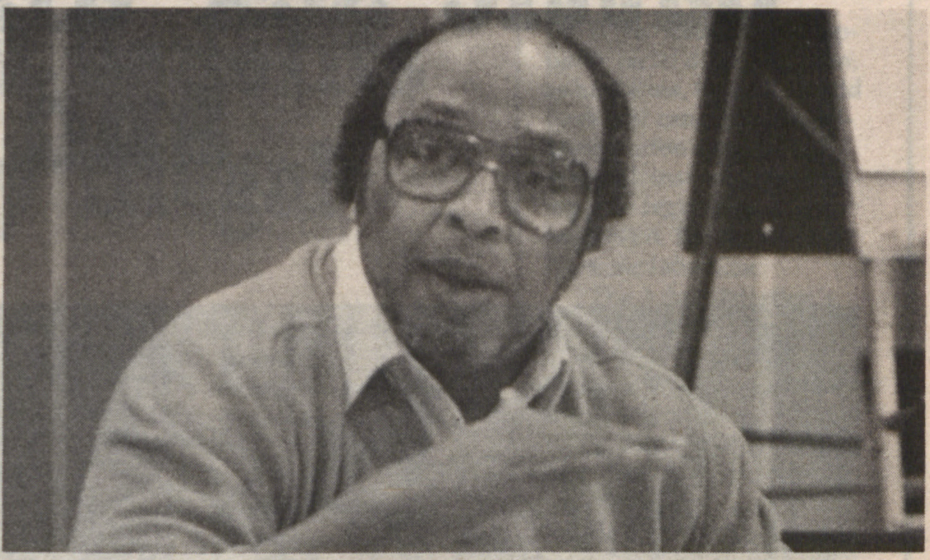
...in Washington State

FEDERAL WAY—Dividing NEA-PAC's national 1982 fundraising goal of $2,000,000 proportionally based on number of members per state, each state's "fair share" can be projected.

The Washington Education Association's proportional share is about $50,000, but its contribution so far stands at $61,000, and WEA is shooting for $90,000. "That would be enough to fund each of our nine congressional races to the $10,000 legal limit should NEA-PAC decide to do so," explains WEA President Reese Lindquist. "We want to be sure we carry our own weight."

Expressing the strong pride that WEA members take in their Association, some 20 affiliates have each contributed more than $1,000 to NEA-PAC; 12 have topped the $1,500 mark. Leading all other locals, regardless of size, is 480-member North Thurston, where 59 percent of the membership has contributed a total of $3,200.

As we go to press one other NEA state affiliate is also well ahead of the rest in meeting its proportional goals: Hawaii (fair share $12,270; contributions and authorizations so far, $17,000). Nevada, with NEA-PAC authorizations already past the $6,600 mark, is also closing in on its goal of $7,735.



Under the leadership of President Eddie Butler, Jr., the 800-member Vancouver Education Association collected an average of $12 per contributor in this fall's NEA-PAC drive, for a total 780 percent over last year's.

...in Indiana

INDIANAPOLIS—"You can't hope to achieve success by lobbying alone. You also need to help elect legislators and members of Congress who really care about public education," says Yorktown teacher Kerry Turner. "And effective help includes campaign contributions."

Concerned about the growing threats to the survival of key public school programs, she set out to organize an intensive drive in her local Association to raise funds for both the Indiana Political Action Committee for Education (I-PACE) and the NEA Political Action Committee (NEA-PAC).

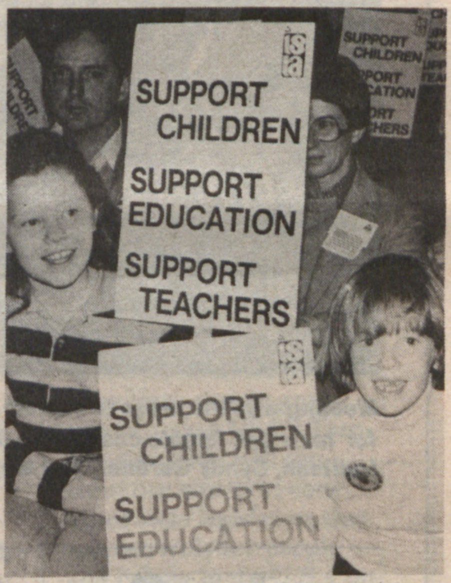
The drive has been highly successful, winning contributions from every one of the Yorktown Classroom Teachers Association's 89 members.

Many locals in the Hoosier state have year-long I-PACE/NEA-PAC fund drives—such as the one in New Warrick County. New Warrick legislative chair Katherine Startin explains, "Many of us view contributing to our political action committees as more than just a good idea. It has become tantamount to *survival.*"

The New Warrick Education Association has 415 members. This year's campaign has raised $3,500 so far in cash and payroll deductions.

"We need pro-education people in the legislature and in Congress," says Katherine Startin of New Warrick County, Indiana. "The state and national Association PACs are our vehicles for helping to elect them."

"Indiana teachers are getting behind our spring I-PACE/NEA-PAC fundraising drive as a way to do something about the growing threats to the survival of public education," says Yorktown, Ind., teacher Kerry Turner.



Children of Indiana teachers make their sentiments known at evening rally after a day of intensive teacher lobbying at the statehouse in Indianapolis. Capping the rally was a candlelight march for education. Over 1,300 Association members and supporters filed past the governor's office, where they left calling cards urging adequate funds for schools.

...in Alabama

MONTGOMERY—Local governments' share of public education costs in Alabama is very small. About 75 percent of the total funding comes from the state; federal sources have made up most of the rest.

Federal and state budget cutbacks therefore threaten to have an unusually harsh impact here—giving a special urgency to the Alabama Education Association's 1982 political action campaign.

Peggy McDanal, who heads AEA's Educational Support Personnel Organization, voices the feelings of the Association's growing ESPO membership: "We're just beginning to get our feet wet in finding out the importance of political involvement for support personnel. We've learned the hard way how critical it is that we do our part to make a difference in congressional as well as state legislative races."

AEA Postsecondary Division President Callie Waldrop concurs: "Just as we wouldn't think much of ourselves if we said nothing while the schools' and postsecondary institutions' curricula were ripped to shreds, so we can't sit silent while their funding level is destroyed."

Some 3,300 political action kits have been distributed to Association volunteers throughout Alabama. The goal is to canvass every single K-12, postsecondary, and educational support member in the state. The week of February 22 was designated A-VOTE/NEA-PAC week; the fundraising campaign will climax during the AEA convention in early March. □

Alabama Education Association members look over items for sale at political fundraising bazaar during recent AEA Delegate Assembly in Mobile. Local associations across the state donated items for the bazaar; proceeds went to A-VOTE/NEA-PAC.

Texas teachers battle sex discrimination — and win!

Meeting with the press to explain how recent class action grievance brought an end to unequal compensation for male and female coaches in San Antonio are (from left) TSTA attorney Phil Hardberger and coaches Vicki Hallman, Cyndy Gardner, and Mayra Hernandez.

Denied an assistant principalship in 1977 because of her sex, Diane Garza went to court with Association backing and recently won more than $9,000 in damages.

...in San Antonio

I see the grievance here as a precedent-setting case, and one that will bring changes throughout the state," says Phil Hardberger, the Texas State Teachers Association (TSTA) attorney who represented 75 female San Antonio coaches in their struggle for equity.

Male high school coaches had been receiving $1,110 a year more than female coaches under the district's salary schedule. Male coaches at the middle school level were paid $200 more than their female counterparts.

"We knew we couldn't get anywhere individually, because we had tried," recalls high school coach Vicki Hallman.

The San Antonio Teachers Council (SATC), the TSTA/NEA affiliate here, called a general meeting of all female coaches in the district, received 32 sex discrimination complaints, and filed a grievance.

"I was afraid to file the grievance," says Hallman, "but I believed in it enough to do it. I felt I was exerting as much effort as the male coaches."

The school district attorney denied the grievance. SATC appealed and the school superintendent agreed to hold a hearing.

John Cowey, a former coach, read about the case in the newspaper and volunteered to testify. He said that he had coached female athletics only, but was paid on the male salary schedule.

After the hearings, the superintendent recommended a new supplementary pay schedule. This schedule assigns relative weight to each sport according to length of season, general skills taught, contact hours with athletes, and hours required for extra scheduled activities.

Most coaches, male and female, received increases under the new schedule; no one's pay was cut.

"We now know that as long as we follow the grievance procedure and work together through a strong local association like SATC, we will be listened to," says coach Teresa Garces. □

...in Brownsville

Diane Garza turned to the Texas State Teachers Association after she applied for the assistant principal slot at the elementary school where she was teaching, only to be told by the principal that he preferred a man for the job.

A man was hired, even though Garza had more graduate hours and was equally qualified. With TSTA/NEA support, she filed suit in federal district court charging sex discrimination.

In court, the principal testified that he knew the two candidates were equally qualified but had selected the man as "a matter of judgment."

Federal Judge George Kazen ruled that the principal "had determined in advance that he wished to hire only a man for this position, and therefore paid little or no attention to [Garza's] background and qualifications."

A principal has the right to use his discretion in choosing between equally qualified candidates, noted the judge, but not when that decision is based on unlawful criteria.

Garza, now an assistant principal at a high school in San Benito, was awarded more than $3,300 in back pay plus $6,000 in legal damages to cover "mental anguish, humiliation and travel expenses caused by the deprivation of her constitutional rights." The decision is currently under appeal. □

NEA opposes new legislation

Subsidizing segregation through tax benefits is already illegal

WASHINGTON, D.C.—NEA has joined with the Leadership Conference on Civil Rights in arguing that federal laws now on the books prohibit tax breaks for private schools which discriminate on the basis of race, and that no new legislation is needed.

NEA and its allies oppose the Reagan Administration's decision to throw the question back to Congress instead of enforcing the laws that already exist—notably Title VI of the Civil Rights Act of 1964, which prohibits racial discrimination in federally assisted programs.

The U.S. Supreme Court has upheld Title VI's application to private school tax exemptions, ruling that tax breaks are indeed a form of federal assistance.

But early this year the Internal Revenue Service announced it was reversing its policy of denying tax exemptions to racially discriminatory private schools—a policy dating from the Nixon years.

At the same time the IRS revoked its policy, the Justice Department asked the Supreme Court to throw out lower court rulings denying tax exemptions to two schools that are seeking them—Bob Jones University in Greenville, S.C., and Goldsboro Christian School in Goldsboro, N.C. Both institutions have previously been described by the U.S. government as "blatantly discriminatory."

Appearing surprised at the degree of public outrage the IRS and Justice Department actions produced, President Reagan quickly declared his own personal opposition to racial discrimination—and then, in a startling about-face, sent Congress a new bill specifically prohibiting tax exemptions for racially discriminatory private schools.

However, pending Supreme Court or congressional action, the Administration apparently still plans to grant Bob Jones University and Goldsboro Christian School their exemptions—subsidies for which taxpayers must foot the bill. Tax exemption, beyond meaning that a school itself pays no taxes, makes all individual contributions to the school tax-deductible.

"If Mr. Reagan truly opposes racial discrimination, as he claims, then he should have just cancelled his Administration's tax policy reversal, instead of proposing new legislation," asserts NEA Teacher Rights Director John Cox.

"The Administration's new bill creates a smokescreen," adds Linda Tarr-Whelan, NEA Government Relations director. "NEA is not supporting this legislation, because it's unnecessary. We don't want to open a Pandora's box by requiring Congress to pass new laws to cover every administrative ruling based on judicial interpretation of an earlier bill's legislative history and intent." □

ERA: fighting the good fight in Oklahoma

OKLAHOMA CITY—State Senator E. Melvin Porter's respect for the dedication of ERA supporters "went up one million percent" after he was called off a Florida-bound plane just before takeoff on the day of the crucial ERA ratification vote in January. Porter, who backs ERA, had thought the vote was scheduled for another day.

After Porter returned to the capitol, Frances Hawkins, a teacher at Jackson Middle School here and one of the instigators of the phone call, virtually camped out in his reception room, keeping him informed of the bill's legislative progress.

"I was afraid to leave my office for fear I might miss the vote," recalls Porter. He cast his vote for ERA, but it wasn't enough; the ratification bill was defeated in the Oklahoma senate 27 to 21 and failed again upon reconsideration.

ERA supporters were disappointed, but not devastated. "I've never seen people work like they did in Oklahoma," comments NEA Government Relations Director Linda Tarr-Whelan, who was on the scene. "Teachers provided the base for the OK-ERA Coalition, and they pulled out all the stops."

Town by town, teachers, political activists, minorities, unionists, businesspeople, and members of community organizations had pooled their efforts, meeting with legislators in their districts on weekends.

One hundred Oklahoma Education Association (OEA/NEA) members had taken leave to flock to the capitol and lobby their legislators.

One of those teachers, Pat Smith, took six weeks off to work for passage of ERA, so strongly does she believe in its purpose.

"Working for ERA has taken me away from both my son and my classroom, but I can't afford to wait for either my son or my students to grow up before I work for an America that includes women in the Constitution," she explains.

Some 1,200 Oklahoma teachers turned out for OEA's "legislative hoedown," where former U.S. Vice-President Walter Mondale called the Amendment a "moderate but indispensable measure that will help ensure equal justice." Mondale personally buttonholed state legislators, urging them to vote for ERA. America has "a history of opening doors, not closing them," he noted.

OEA/NEA member Pat Smith took six weeks off this winter to work for ERA ratification in Oklahoma. A high school English and Latin teacher in Moore, Smith also serves as western states coordinator for the NEA Women's Caucus.

Thousands of handwritten letters on special stationery provided by OEA appeared in legislators' mailboxes. The letterhead pleaded, "Give children the gift of their life."

Governor George Nigh and the leaders of the legislature were committed to ERA's passage. "Senate President Marvin York put his leadership on the line on this issue," says NEA's Tarr-Whelan. "He was willing to stand up and be counted for equal rights."

Association members and their allies did everything right in Oklahoma; still they lost. Yet despite their disappointment, their spirits remain high. "They did everything that could be humanly done," says Tarr-Whelan. "People who had never worked together before built a strong coalition around the rights of women, an issue which will be with us for a long time."

Meanwhile, in January, the U.S. Supreme Court "stayed" a December district court ruling from Idaho, postponing any review of that decision until after June 30—the deadline for ERA ratification.

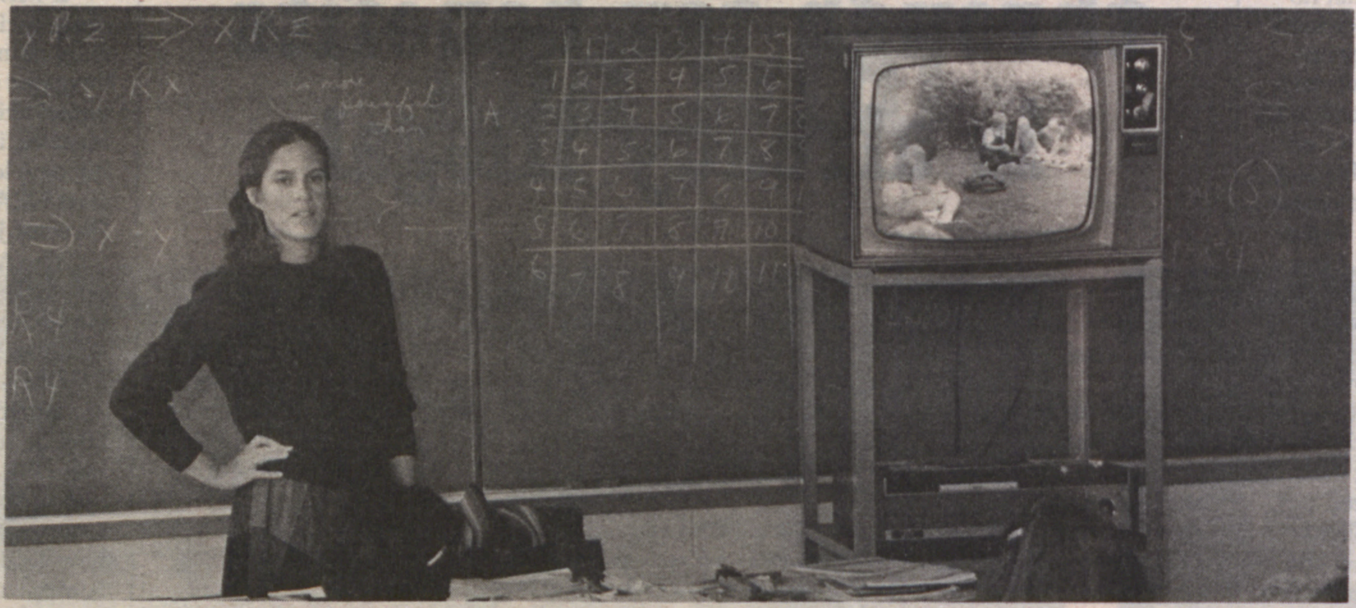
If ERA is ratified, the Supreme Court will then decide whether to uphold or overturn Idaho federal district court judge Marion Callister's opinion that Congress acted unconstitutionally in extending the ratification deadline from 1979 to 1982 and that states may rescind their ratifications.

The high court's action is an unusual one. "With the Supreme Court's decision not to decide, we have been given a grace period," says NEA's Tarr-Whelan. "We will continue our efforts to convince state legislators that women truly are people and belong in the U.S. Constitution just as much as men. We're coming down the homestretch, and we're not giving up!"

The last state to ratify ERA was Indiana in 1977. Opposition to ERA has killed recent ratification attempts in Georgia, Virginia, and Missouri, as well as in Oklahoma. Through the NEA/ERA Project, NEA and its state affiliates have also targeted the legislatures in Florida, Illinois, and North Carolina for pro-ERA activity this spring.

If you would like to contribute to the NEA/ERA Fund, which is aiding ratification efforts until the last possible moment, please send your check to NEA/ERA Fund, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

'Tuned In': teaching kids a better way to watch TV



Louisville, Ky., middle school students help pilot test a "Tuned In" episode with program developer Barbara Myerson Katz. "TV isn't going away," she says. "If anything, it's becoming more pervasive. We have an obligation to teach kids how to use it."

NEW YORK, N.Y.—A new series designed to equip children with the insights they need to become more alert and selective television viewers will debut next month on public television stations across the country.

"Tuned In" is the first TV series ever produced in total partnership with the NEA (through the Association's nonprofit National Foundation for the Improvement of Education). NEA members and staff have been involved in the WNET-TV series since its inception, serving as instructional advisors, fundraisers, researchers, technical assistants, and evaluators.

Helping to iron the wrinkles out of the series as it took shape were more than 1,000 students and their NEA teachers in Louisville, Ky., Watertown, Mass., and seven other cities where "Tuned In" was field-tested.

The series consists of 10 dramatic programs, each 15 minutes long, about a ninth grade language arts class assigned to produce its own television show. Designed for in-school viewing by grades 6-8, "Tuned In" is based on "critical viewing skills" materials developed earlier by WNET-TV with a grant from the U.S. Office of Education—materials used at several NEA-IPD regional conferences.

In one segment a student tells a TV technician, "The more I see how shows are put together, the more I see how unreal TV can be. . . . There are so many tricks I never thought about, ways of changing how things seem."

The technician explains, "That's why, when you watch TV, you have to be skeptical. . . . A skeptic is always asking questions."

Public television stations will broadcast two episodes of "Tuned In" each week for five weeks, beginning Monday, April 19; check local listings for dates and times. The series will be repeated next fall.

NEA is now mailing a study guide —with discussion questions, activity ideas, and additional resources to help social studies, language arts, and other teachers integrate "Tuned In" into their classrooms—to all UniServ offices for distribution to all local Associations. The guide was edited by Christine Walkins, a middle school teacher and New Jersey Education Association/NEA member in Chatam Township, New Jersey.

Additional copies of the "Tuned In" guide are available from WNET-TV Education Services, 356 West 58th Street, New York, NY 10019. □

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Skeezer—*NBC-TV, Sunday, March 14 and Sunday, March 21, 7-8 p.m. ET.* Karen Valentine stars in a poignant, two-part "Project Peacock" special. An abandoned puppy about to be humanely destroyed is rescued by a caseworker at a home for emotionally disturbed children. Two severely traumatized children begin to respond to Skeezer's particular brand of "canine therapy." Teachers' guides are available from local NBC stations.

Oliver Twist—*CBS-TV, Sunday, March 21, 9-11 p.m. ET.* New adaptation of the Dickens classic, starring George C. Scott as Fagin and Richard Charles as Oliver Twist.

The National Crime and Violence Test: Robbery, Burglary, and Theft—*Sunday, March 28, syndicated (check local listings for station and airtime).* The first in a new series of audience participation specials showing the circumstances that attract various forms of criminals and the preventive measures that should be taken. Personal inventory questions test viewers' knowledge and judgment about the situations featured.

The Gymnast—*ABC-TV, Wednesday, March 31, 4:30-5:30 p.m. ET.* "ABC Afterschool Special" presents a story about going the distance and learning to live with competition. In a bid to transform her raw talent as a gymnast into world class competitive form, 16-year-old Ginny Coker learns that sometimes talent is not enough unless accompanied by a belief in oneself.

CBS Radio Mystery Theater—*Monday through Friday, usually 10-11 p.m. ET (check local listings for station and airtime).* Dramatic, suspenseful radio dramatizations of mystery stories, narrated by Tammy Grimes.

Betcha Don't Know—*NBC-TV, Saturday mornings and during "Little House on the Prairie," "Father Murphy," and "Special Treat."* 30-second humorous information messages, produced by Children's Television Workshop, answer such questions as "why do zebras have spots?," "why does popcorn pop?," and "what are identical twins?" For families with children age 6-11.

Adventures of Black Beauty—*Nickelodeon children's cable channel, Monday through Friday 4:30-5 p.m. and 7:30-8 p.m. ET, Saturdays 3-3:30 p.m. and 7:30-8 p.m. ET, Sundays 2-2:30 p.m. and 7:30-8 p.m. ET.* Continuing episodes of a 52-part series adapted from the classic children's novel. Filmed in England; costumes, props, and performances are meticulously true to the 19th century. □

Journey to Survival—*CBS-TV, Tuesday, April 6, 4:30-5:30 p.m. ET.* "CBS Afternoon Playhouse" presents an adventure drama about a group of troubled teenagers enrolled for rehabilitation in a wilderness encounter project. The group is soon fragmented by competition, and the ensuing hostility only endangers the well-being of everyone. The youngsters discover that their survival depends more on cooperation than on personal heroics.

A Dickens classic comes to life in "Oliver Twist," a two-hour drama to be televised Sunday evening, March 21, on CBS stations.

Ground Zero Week: a time to think about the unthinkable

WASHINGTON, D.C.—Add nuclear war to the list of taboo subjects nobody's been talking much about lately. An organization called Ground Zero plans to change that.

During Ground Zero Week, April 18-25, Americans will be urged to educate themselves about the threat of nuclear war. NEA was one of the first organizations to endorse the efforts of Ground Zero—a Washington-based educational group which is strictly nonpartisan, leaving political action to others.

The term "ground zero" refers to that concentric territory nearest to the center of a nuclear explosion where complete and utter destruction takes place.

A Gallup poll conducted last September found that 68 percent of the American people believe there is "some chance" of an all-out nuclear war between the United States and the Soviet Union within the next 10 years. Some 71 percent believe that if the U.S. goes to war with the Soviet Union, we will fire nuclear weapons at each other. Only 9 percent believe they personally would have a good chance of surviving all-out nuclear war.

Ground Zero Week offers teachers and students an opportunity to deal openly with their fears and concerns and to become better informed about the threat of nuclear war.

A curriculum guide offered free to teachers by Ground Zero provides 10 lesson plans adaptable for junior high through college level. Topics include the evolution of nuclear weapons from the Manhattan Project to the neutron bomb; the effect of politics, economics, psychology, and cultural differences in starting a nuclear war; personal and national security; nuclear proliferation; and negotiation of nuclear arms limits.

The curriculum guide may be ordered from Ground Zero, 806 Fifteenth Street, N.W., Suite 421, Washington, DC 20005, or by calling Pamela Burns at 202/638-7402.

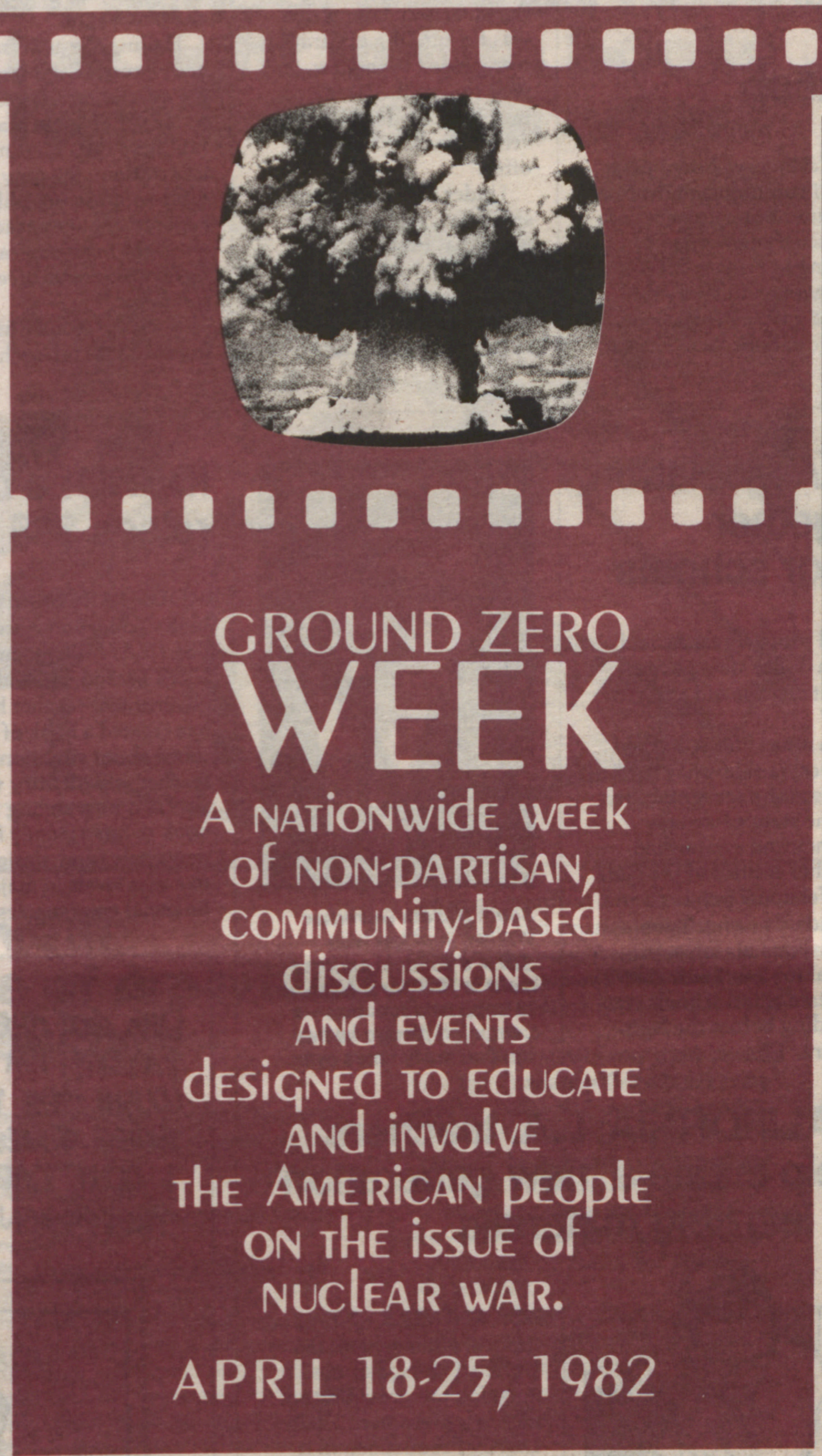
Other materials available from Ground Zero:

► *Nuclear War: What's in It for You?* (paperback, $3.50 including postage and handling; $2.95 in many bookstores)

► A 10-minute videotape featuring observations on nuclear war by the famous and the not-so-famous (available in VHS, Betamax, or ¾-inch tapes, $40)

► A slide show and written script on the relative nuclear strength of the U.S. and the Soviet Union (approximately 70 slides, $10)

► A 90-minute audio cassette featuring Dr. Roger Molander, executive director of Ground Zero and a former member of the National Security Council ($5). □



Resolution expresses official NEA stand

Realizing the danger of war in a nuclear age, the National Education Association has long supported efforts toward world peace. NEA Resolution H-8 states in part:

"The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, may be basic to the survival of civilization.

"The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems."

NEA member honored for disarmament poster

ELKHORN, WIS.—Elkhorn Area High School art teacher Ric Hartman has won honorable mention in a United Nations poster competition on disarmament.

Hartman created the design as part of a class assignment—he's working on a double master's degree in art education and graphics at the University of Wisconsin.

The 27-year-old NEA member's design was chosen over 200 entries from the United States. As the U.S. winner, Hartman's poster then competed against 66 other nation's top entries, winning one of only five awards. □

Ric Hartman set the type for his award-winning poster by hand and, from quality rag paper, cut out the images of a red bomb metamorphosing into a pale blue dove, symbol of peace.

KANSAS: Governor backs K-NEA call for binding arbitration

TOPEKA—Governor John Carlin has agreed to introduce legislation this year providing binding arbitration as a way to achieve equity and finality in teacher–school board negotiation impasses.

Carlin says he supports the 11 recommendations of a blue-ribbon citizens committee he named last spring at Kansas-NEA's suggestion to study the state's 1971 Professional Negotiations Act. The primary recommendation of the bipartisan committee was for binding arbitration to be added to the law, with the arbitrator choosing either the teachers' or school board's "last best offer."

Under the current one-sided law, in the few districts that become deadlocked, boards can simply ignore factfinders' recommendations and issue unilateral contracts—as was done this year in Topeka and elsewhere.

Hailing the governor's acceptance of the committee's recommendations, K-NEA President Nancy Lindberg calls binding arbitration "the only equitable solution possible except for allowing teachers the right to strike—an option the committee did not favor."

K-NEA recently hired an independent research group to survey Kansans on the question. Two of every three were found to favor binding arbitration of teacher–board disputes.

While Governor Carlin is a Democrat and both houses of the legislature are controlled by Republicans, the issue is not a partisan one. Many Republicans advocate binding arbitration, including Attorney-General Robert Stephan. □

SOUTH DAKOTA: Association, governor work together to boost support for schools

PIERRE—The South Dakota Education Association's 1978 endorsement of William Janklow for governor took many observers by surprise—especially those who assumed "automatic" endorsement of Democratic candidates.

Republican candidate Janklow was "a straight shooter who told us where he stood, what he supported, and what he opposed," recalls SDEA President Dianna Miller. "We worked for him because he supported education."

Now, after three years in office, Janklow remains a consistent advocate for students and teachers. A 42-year-old lawyer and railroad owner who never graduated from high school, he continues to fight to keep his campaign commitment: increasing state aid to education.

State support of local schools has almost doubled since Janklow took office—"a truly significant achievement in light of the fact that South Dakota has no income tax and relies almost exclusively on the sales tax for state revenue," SDEA's Miller notes. "The governor clearly has education high on his priority list."

Janklow refuses to be labeled as strictly conservative or liberal. "I don't think you should put a politician into those tight little boxes," he argues. "I sincerely believe this state has an obligation to provide the best education possible to our young people. In addition, every dollar that we send back to local schools is a dollar they don't have to raise in local property taxes, and it's a dollar state government can't spend and grow on."

In other SDEA-backed moves, Janklow has increased the accountability of the state education agency and established teacher control of the state professional practices and standards commission. At press time his latest proposal for another increase in state aid to schools was pending before the legislature. □

South Dakota Governor William Janklow won SDEA's political endorsement in 1978 for his promise to support education—a campaign pledge he has fulfilled many times over.

CALIFORNIA: L.A. teachers help create a 'new generation' of learning materials

LOS ANGELES—NEA and its local affiliate here, the United Teachers of Los Angeles, are providing advice to a division of Walt Disney Productions as it develops innovative educational media tools to "bring tomorrow into today's classroom."

The new materials, still in the planning stages, will help teachers and students explore such concepts as energy, transportation, and communications.

The media project is just one aspect of the latest Disney venture: expansion of the Disney World complex in Orlando, Fla., to include an Experimental Prototype Community of Tomorrow (Epcot) Center. Plans call for creation of a special area on the Epcot site, to be reserved for use by educators as a hospitality lounge and resource center. □

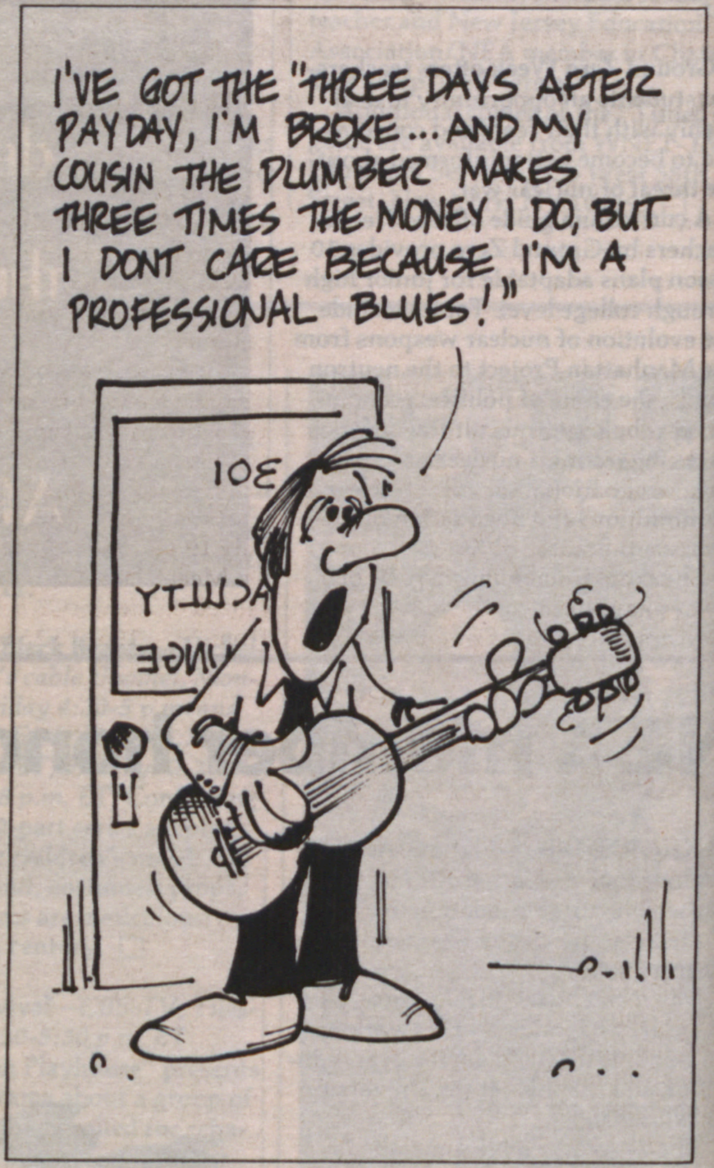
IDAHO: a book full of laughs raises $$$ for IEA crisis fund

MOUNTAIN HOME—Idaho Education Association (IEA/NEA) member Mark Larson, an American government teacher here, has created a book of cartoons about situations any teacher will identify with.

IEA is now selling the book to raise money for its new crisis fund, designed to assist locals in major financial emergencies.

Drawn and lettered by Larson, the 76-page *Teaching Are Fun* was printed by IEA member Dale Klipz, who moonlights by running a printshop here.

Copies of *Teaching Are Fun* may be ordered for $3.00 each from IEA at 620 N. 6th Street, Box 2638, Boise, ID 83701. IEA will pay the postage on prepaid orders. □



Just one of the many teacher cartoons in new book created by Idaho Education Association member Mark Larson and published by IEA to raise dollars for crisis fund.

Supreme Court will decide

Do school boards have the right to ban books from school libraries?

LEVITTOWN, N.Y.—When the school board banned nine books from school libraries in this Long Island community's school district in 1976, Steven Pico and four other students objected that their First Amendment rights were being violated. With the help of the American Civil Liberties Union, they have fought their case all the way to the Supreme Court.

NEA recently filed a friend-of-the-court brief backing the students. NEA General Counsel Robert Chanin notes that *Board of Education, Island Trees Union Free School District No. 26 v. Pico* is the first school library book-banning case ever to come before the Supreme Court.

"With censorship of school library books on the rise across the U.S. in recent years, it is essential that the nation's highest court affirm the fundamental right of freedom of inquiry and thought in the public schools," Chanin explains.

NEA's legal brief argues that the First Amendment guarantees of free inquiry, free thought, free belief, and free expression "would mean little if school authorities could nip debate in the bud by imposing an ideological orthodoxy on our nation's youth."

The books banned in Island Trees—many of them minor classics—were Bernard Malamud's *The Fixer*, Kurt Vonnegut's *Slaughterhouse-Five*, Piri Thomas's *Down These Mean Streets*, Eldridge Cleaver's *Soul on Ice*, the anonymous *Go Ask Alice*, Alice Childress's *A Hero Ain't Nothing But a Sandwich*, Desmond Morris's *Naked Ape*, and two anthologies —*Best Short Stories by Negro Writers* and *Reader for Writers*.

The nine titles were banned because they appeared on a list of books deemed objectionable by a self-proclaimed conservative group called Parents of New York-United. A school board press release explaining the removal of the books from the libraries stated that they contained "material which is offensive to Christians, Jews, Blacks and Americans in general," as well as "obscenities, blasphemies, brutality and perversion beyond description."

In the decision now being appealed by the school board to the Supreme Court, the U.S. Second Circuit Court of Appeals ruled in favor of the students, remanding the case back to the district court for trial on the school board's allegedly unconstitutional motives in banning the books. □

NEA surveys reveal changing profile of American public school teacher

WASHINGTON, D.C.—Nearly 50 percent of the nation's public school teachers now hold either a master's degree or six-year diploma. This figure reflects a dramatic increase in average professional preparation level over the past two decades. Twenty years ago only 23.5 percent of teachers had earned advanced degrees; ten years ago the figure was just 27.5 percent.

These survey findings were released last month by NEA Research in a report on the status of the American public school teacher in 1981. Similar surveys have been conducted every five years since 1961. Comparing the findings for this 20-year span provides a fascinating glimpse into the changing profile of the "typical" American teacher.

Among the highlights of the new report:

► Teachers' average (mean) age declined from 42 in 1961 to 36 in 1976. But by 1981 this 15-year trend had been reversed and the mean age had risen to 39. In 1966, 34 percent of teachers were under age 30; by 1981 only 19 percent were that young.

► Mean class size for nondepartmentalized elementary teachers declined from 29 in 1961 to 25 in 1971 and has remained steady at 25 ever since. For secondary and departmentalized elementary teachers, mean number of pupils per class has slowly but steadily decreased from 27 in 1961 to 23 in 1981.

► Teacher salaries rose more rapidly than the Consumer Price Index from 1961 to 1966 and from 1966 to 1971. In the last 10 years, however, teachers have lost considerable buying power. While the mean salary has increased by 86 percent since 1971, the CPI has jumped 120 percent. Teachers' mean annual contract salary for 1980-81 was $17,209.

► Less than half (46 percent) of the teachers surveyed said they would "certainly" or "probably" choose teaching as a career if they had it to do over again—down from 74 percent in 1971 and 64 percent in 1976. The percentage of teachers who say they would "probably" or "certainly" *not* choose teaching again has climbed from 13 percent in 1971 to 19 percent in 1976 to 36 percent in 1981.

► The mean number of hours per week devoted to all teaching duties has not changed significantly between 1961 (47.3 hours) and 1981 (45.9 hours).

► Nearly 81 percent of teachers are now homeowners, up from 67 percent in 1971.

► Teachers reporting membership in a religious group decreased from 86 percent to 75 percent between 1966 and 1976, and then increased again to 78 percent in 1981.

► The only other type of community or civic organization to which a majority of teachers belong continues to be the parent-teacher association, with 57 percent of teachers reporting membership (down from 78 percent in 1966). □

Court strikes down law requiring equal time for 'creation science'

LITTLE ROCK, ARK.—The recent federal court decision here striking down the state's creationism law as unconstitutional was hailed as "a major victory for public education in this country" by Lyle French, president of the Arkansas Education Association. The state will not appeal the decision.

AEA joined in the suit challenging the law, which would have required a "balanced treatment" of creationism whenever the theory of evolution is taught.

A federal judge ruled in January that the creationism law was "simply and purely an effort to introduce the Biblical version of creation into the public school curricula."

Despite the claims of its supporters, creationism, or creation science, is not scientific, ruled Judge William Overton: "A theory that is by its own terms dogmatic, absolutist, and never subject to revision is not a scientific theory."

Comments French, "The First Amendment principle of separation of church and state has been upheld, as well as our freedom to think."

In pursuing the lawsuit, AEA has "protected our members from the harassment that was certain to come under the creationism statute," French adds. The Association also welcomes the opportunity to focus public attention back on more important educational issues, such as student discipline and teacher pay. The creationism battle has "diluted public energy that should be addressing real problems in education," says French.

Meanwhile, the day after the Arkansas law was declared unconstitutional, the Mississippi state senate approved a virtually identical statute. A similar creationist law in Louisiana is expected to go to trial this spring. In 1981, creationist legislation was introduced in 15 states; legislators will continue to grapple with the issue this year. Ultimately, the U.S. Supreme Court may have to resolve the constitutionality of equal-time creationist statutes. □

Montana to Hawaii, Maine to California

NEA members swap schools, sample new vistas

"A big culture shock it certainly was," says Montana teacher Marilyn Tanner, remembering her arrival last September in Hilo, Hawaii.

"The school population here is 30 percent Japanese and includes Koreans, Filipinos, Chinese, and Hawaiians," she explains. Tanner's middle school students in Ronan, Mont., had been two-thirds Caucasian, one-third American Indian.

Tanner has switched jobs for the current school year with Royal Gardner, history and social studies teacher at Waiakea High School. The two found out about each other through NEA's Teacher Exchange Computer Listing. They worked out their exchange through letters and phone calls.

Both teachers were somewhat apprehensive about the venture, once the decision had been made. Gardner admits, "Having taught the past 13 years in Hawaii, I had become accustomed to the subtle differences in the island schools. I wasn't sure what it would be like to teach again on the mainland."

Tanner reveals that when she walked into her classroom in Hilo she experienced the same insecurity she had once felt as a first-year teacher. Her school in Montana numbered 300 students; the student body at Waiakea High totals 1,500. In western Montana, Tanner's ethnic roots were similar to those of a majority of her students. In Hawaii, she is a member of a racial minority.

Getting used to the bureaucracy of a much larger school took some doing. "I found the paperwork awesome at first," Tanner says.

A 1969 graduate of the University of Montana, Tanner has been an NEA/Montana Education Association member throughout her 12 years of teaching. A girls' track team coach, she has also served as negotiator and secretary-treasurer for the Ronan-Pablo Education Association and represented her local at four MEA delegate assemblies.

Royal Gardner is a graduate of Brigham Young University and a former Peace Corps volunteer. Part of his Peace Corps training took place in Hilo, where he learned Malay and did some student teaching in one of the local schools.

Upon completion of his Peace Corps stint in Malaysia, he returned to his home state of Utah to teach for two years, then went back to Hawaii.

"Asian culture has always fascinated me," he says, "and I find in the island culture the unique blend of East and West that probably does not exist any other place on earth." Beneath the cultural diversity, he adds, are students with universally shared aspirations and problems.

Among the first NEA members to swap jobs through the Association's new teacher exchange program are Marilyn Tanner of Montana (right) and Royal Gardner of Hawaii (below), seen here in their new settings.

Gary Bagley of Maine (left) and Peter Vander Meer of California (below) say their temporary job exchange has brought them and their families a change of climate, a radically different lifestyle, and many new friends.

It took two years for the Gardner-Tanner exchange to materialize. When the first NEA computer listing of would-be job swappers came out, Tanner looked it over but did not find any match that appealed to her. So she waited for the next list, with more possibilities.

"I was really interested by this time," she remembers, "and when Royal called me late last March, after a long Montana winter, I was ready!"

Her Association colleagues in Ronan were supportive of her desire to swap jobs for a year, so she wrote a joint letter to her superintendent and school board, requesting permission for the exchange. They too proved supportive.

Gardner sent his credentials for consideration, along with the necessary forms for Tanner to fill out for Hawaii.

Both Tanner and Gardner are impressed with the teachers they have met in each other's school. "The teachers here are terrific," Tanner concludes, "and it's good to know there are extremely dedicated educators everywhere."

According to Gardner, "The 'spirit of aloha' is as alive and well among the Montana faculty and administration as it is in Hawaii." He is convinced that the Hawaii State Teachers Association motto, "Teachers Care," applies to Montana's teachers too.

Personally, Tanner is exulting in the year-round tropical climate where there are no discernible seasons. Gardner and his family have taken great pleasure in Montana's beautiful scenery and hospitality.

Both teachers are being paid by their home school districts—a pattern NEA advises for all job swappers. That way their benefits continue to accrue, and their jobs are protected.

Another exchange is under way this year between Gary Bagley of Maine and Peter Vander Meer of California. Vander Meer made the initial contact. He had been teaching math, reading, language arts, and physical education at the Fred Moiola School in Fountain Valley, Calif., and was ready for a change of scene.

This year he is teaching social studies at Winslow Junior High School in Winslow, Maine, while Gary Bagley teaches history and political science at Moiola.

In addition to swapping jobs, the Bagleys and the Vander Meers have exchanged homes for a year, trying out lifestyles very different from the ones they were used to. The two homes are in Norridgewock, Maine—population 2,500, and Huntington Beach, Calif.—population 250,000.

The Vander Meer children, ages 10 and 8, have now experienced their first snow and have learned firsthand about ice fishing. The Bagley children —9, 2, and 11 months—are basking in southern California sunshine and enjoying the wonders of the Pacific Ocean.

Principal Ned Powell reports that the teacher exchange has been extremely enriching for the 620 K-8 students in the Moiola School. "Gary has brought so much of himself to this school," Powell says. "He works with 7th and 8th graders, but he is helping everyone to understand and appreciate what it's like to live in a small town in Maine, far on the other side of the United States. This exchange has been so favorable that I will welcome any other exchange in my school."

Both Bagley and Vander Meer found that the paperwork involved in setting up the exchange sometimes became a bit tricky, but neither had any problems being accepted for temporary certification by the other state.

Bagley candidly admits that the exchange has affected his and his wife's personal life. "We both went on diets," he says, "and we've each lost weight. We don't even look the way we did when we left Maine."

He made a special effort to acquire new photos for this story that would picture him as he looks now. "My friends in Maine will be surprised," he predicts.

The concept of a national clearing-house to facilitate teacher job exchanges within the United States is unique to NEA. It was initiated three years ago at the direction of the Representative Assembly. The computer listing of interested teachers became a reality during the spring of 1980.

The two exchanges featured here were the first to be reported to NEA, although news of others is now coming in. Pamela Cote, a high school physical education instructor in Greely, Maine, has swapped jobs with Annette Fujii of Honokoa, Hawaii.

Two high school counselors, Barbara Noonan from Castine, Maine, and Roger Miyashiro of Del Mar, California, are all set for an exchange beginning next fall.

NEA Instruction and Professional Development Director Sharon Robinson sees year-long job swaps within the U.S. as "another option in continuing education—a new way for career teachers to broaden their horizons." □

Thinking about a swap?

Would you like to see a listing of NEA members with positions similar to yours who are interested in temporarily swapping jobs? Want to add your own name to the list? Write to Teacher Exchange, NEA-IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036, indicating your grade level and/or subject area. This exchange service is for NEA members only.

Back to the land

BILLINGS, MONTANA—When Charles Buck, science teacher at Riverside Junior High, decided that his students needed a place to study Montana's flora and fauna in their natural habitat, he acted.

As a result, a portion of the school's courtyard has been turned back to nature—complete with trees, shrubs, grasses, and flowers native to Montana. A heated waterfall and pond help attract waterfowl all year round. Other courtyard residents include fish, turtles, frogs, toads, mallard ducks, ring teal, swallows, rabbits, and garter snakes.

"The project grew out of student and teacher interest in environmental reclamation and preservation," explains Buck, a member of the Billings Education Association. Students, teachers, and community members volunteered not only funds, but also their labor.

Over the next decade Buck plans to have his classes gradually fill in the rest of the courtyard with more native vegetation. Eventually, he hopes, chipmunks, flying squirrels, and small rodents will be able to survive there.

"The biggest drawback to this project is holding back the desire to do it all now instead of letting the students do the work over the next 10 years," says Buck. ☐

Cattails, willows, and marsh grasses frame a small pond in Billings, Montana. NEA member Charles Buck was instrumental in turning the Riverside Junior High School courtyard into a natural environment where students may study plants and wildlife native to the state.

IN BRIEF

Attention, delegates to 1982 NEA convention

WASHINGTON, D.C.—NEA Travel Service is offering two special tours to Hawaii for delegates and their families attending the July 1-6 NEA annual meeting in Los Angeles.

The pre-convention tour (June 23-30) offers a week of sun and fun on Honolulu's Waikiki Beach for $295 per person. The post-convention tour (July 7-14) includes both Waikiki and the lush island of Maui for $419 per person.

Prices include double-occupancy hotel accommodations, sightseeing tours, and other services; airfares and most meals are not included. For full details and a reservation form, write to Hawaii Tours, NEA, Room 402E, 1201 Sixteenth Street, N.W., Washington, DC 20036. Space is limited, so delegates are urged to book early. ☐

Next time you're cleaning out your bookshelves...

ARROYO, P.R.—English language teaching materials—especially books—are badly needed by the Puerto Rico public library system upon which the schools depend.

Developmental readers, grammar texts, fiction, nonfiction, and reference books, as well as classical and folk music records, are necessary to furnish bare shelves here and elsewhere in the island's library system.

Materials should be sent to Libros Para Puerto Rico, Atención, Srta. Martinez-Ramos, Biblioteca Publica, Arroyo, Puerto Rico 00615. Puerto Rico, being part of the U.S. Postal Service, is eligible for the special low-cost book rate. ☐

NEA magazine explores impact of microcomputers

WASHINGTON, D.C.—The explosive growth of small computers is changing America. In the April-May issue of *Today's Education*, soon to be mailed to all NEA members, teachers can find out how microcomputers will change their professional lives.

Just what is a microcomputer, and what do its different parts do? How many students are already using computers in school? In what ways? Why haven't microcomputers come into schools as fast as they have into businesses and homes? How does one go about selecting the computer programs that are best for particular classes and purposes?

These and other questions NEA members around the country are asking will be answered in *Today's Education*'s special feature on "Microcomputers in the Classroom." Don't miss it. ☐

Do you teach foreign students?

WASHINGTON, D.C.—The National Association for Foreign Student Affairs (NAFSA) is collecting information about successful ways in which K-12 teachers have used their foreign students' experience.

NAFSA is also compiling a bibliography of helpful cross-cultural communication guides, multicultural teaching aids, and lesson plans on specific countries.

The organization would like to hear what teachers feel they need most in working with foreign students: Lesson plans? Samples of classroom conversation? Audiovisual aids?

If you would like to participate in this federally funded study, write to Linda Reed, K-12 Project Director, NAFSA, 1860 Nineteenth Street, N.W., Washington, DC 20009, or call (202) 462-4811. ☐

Teacher's guide to UN efforts available from NEA

NEW YORK CITY—NEA and the United Nations Association have cooperated to publish a booklet that teachers can use to acquaint students with the way international organizations function in the developing countries of Africa, Asia, and Latin America.

"Partnership in Meeting Basic Needs" uses the case study method to examine the efforts of the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Development Program (UNDP) in Kenya, Thailand, and Costa Rica.

Developed as a guide for teachers, the 48-page booklet lists questions and suggests a variety of classroom activities.

For a free copy, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

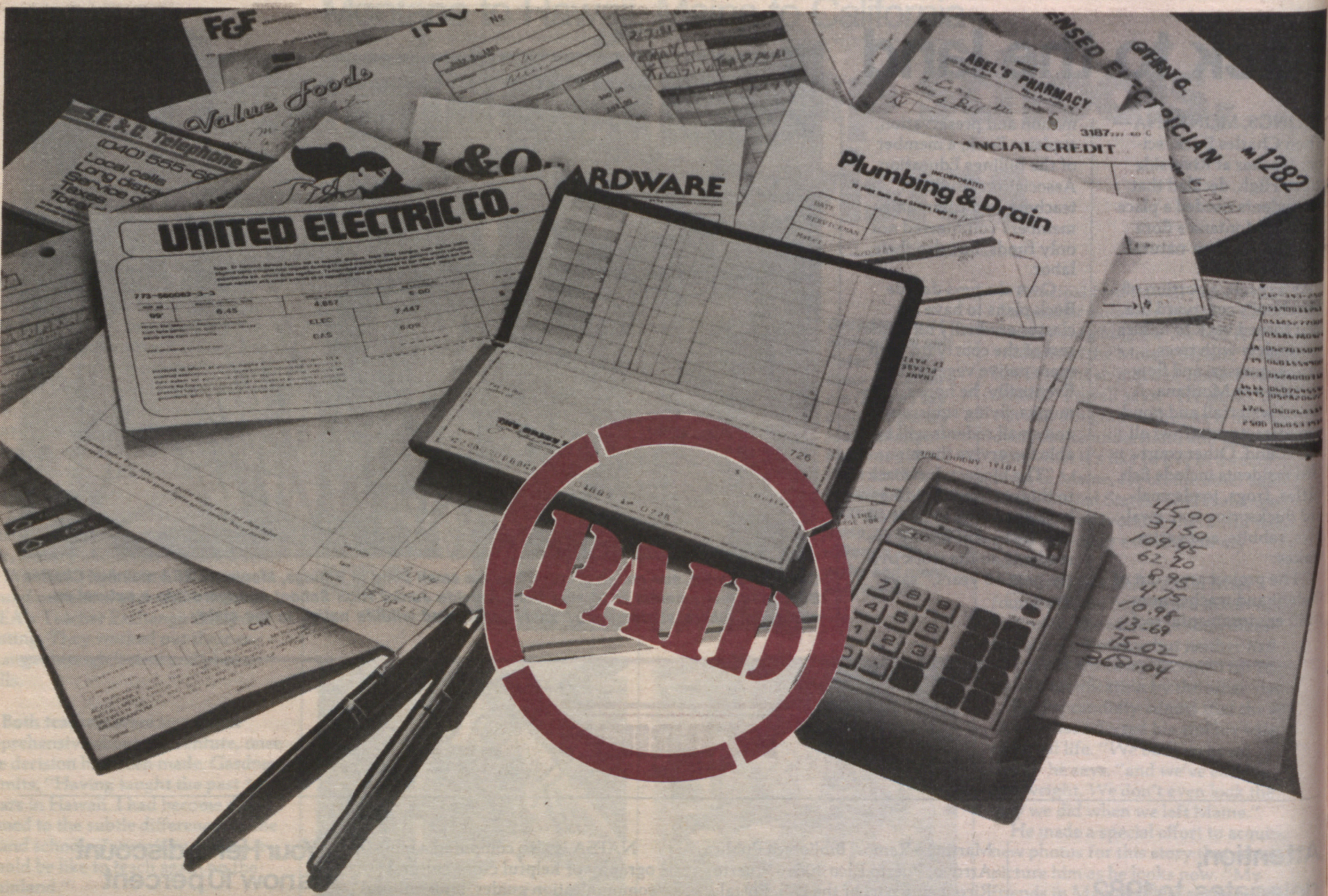
Your Hertz discount is now 10 percent

WASHINGTON, D.C.—If you have used your NEA/Hertz Discount Plan identification card to rent a car recently, you may have been pleasantly surprised. Since January 1, NEA members' 7 percent discount off the Standard Unlimited Mileage (SUM) rate has been increased to 10 percent, making it even more economical for unified members to rent a car from the world's "number one" car rental agency.

NEA members now receive the highest discount Hertz offers to any organization. In addition, as of March 1, members are entitled to special "dollars-off" discounts on Hertz's Weekly and Monthly Economy Fare rates. The weekly discounts can be as much as $15, depending on the model of car rented. This makes Hertz competitive even with local discount car rental companies. As always, Hertz counter personnel will gladly assist you in figuring the best rate available *before* the car is rented.

Hertz is discontinuing its old time-and-mileage rate system. From now on, the agency will use only its SUM (Standard Unlimited Mileage) system, which is a flat rental charge with unlimited mileage. Simple to understand, SUM rates enable you to know beforehand *exactly* what your final charge will be. No more unpleasant surprises at the end of your vacation!

Unified Special Services is preparing new NEA/Hertz identification cards, which will be available from your state association shortly. Meanwhile, you can get the new discount simply by showing your current card. ☐



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"I'd love President Reagan to visit my classroom, to come into a school and see what's going on. I'd like him to talk to the parents of my students and let them tell him about the progress their children were making—before the budget cuts."

BUDGET BATTLE, ROUND TWO

coverage starts on page 3

Attention, school support members: See page 10

YOUR TURN

The teacher is still the catalyst for success

by Sarah D. Williams

Sarah D. Williams teaches remedial English at Monroe High School in Monroe, North Carolina. A 24-year teaching veteran, she is active in her local, district, and state associations. Past honors include being named Teacher of the Year by her students and Most Creative Teacher by her colleagues.

The teacher today is traumatized by the internal pressures of idealism at war with conflicting educational theories, indifferent students, competition with television, and pressures from the school administration to improve test scores, to reduce dropouts, and to inspire the "space cadet" who comes to class with his mind blown by drugs or alcohol.

Externally, the teacher is rocked by negative media coverage. Add physical assault, mainstreaming, inflation, budget cuts, accountability, threats of reduction in force, and you have one ghastly picture of the teacher's dilemma.

Many teachers have come to see themselves as casualties in a losing battle for learning and order. Nearly every time teachers get together, they seem compelled to exchange war stories and complaints, only to arrive at the same soul-numbing conclusion: teaching must be the most frustrating job this side of Hades.

It is easy to say, "Well, it's not my fault. I'm doing the best I can. After all, I have the child for only a short time each day. The rest of the time he or she is influenced by peers, family, the community, and television." True. But if these are the significant influences in the child's life, we will just have to learn to use them to achieve our end.

The teachers in America represent the greatest "brain bank" in the world. In spite of the problems in learning today, the teacher is still the catalyst for success in the classroom.

If you see education as a lifeboat that has been overloaded with program after program in an attempt to be everything to everyone, it is time to assume the power and authority of the captain at the helm and begin to bail like the devil. For starters:

► Develop support groups for teachers within your faculty or system. Shore each other up—emotionally, spiritually, and professionally.

► Help students help themselves by organizing peer tutoring and counseling. It works.

► Don't allow retired teachers to simply fold up their tents and ride off into the sunset. Use that wealth of knowledge and experience to organize and coordinate school/community programs.

► Involve parents to relieve teachers of some nonteaching responsibilities. These parents then become liaisons with the community.

► Appeal to the principal for a faculty advisory committee to meet regularly to assess problems. Shared responsibilities lead to smoother sailing for everyone.

► Involve members of significant agencies in your school program. Invite a board member or a county commissioner to "walk through" a day with you.

► Promote active membership and participation in your professional organizations. They are molding your future. Don't you want a voice?

► Make a point of knowing your legislative candidates and where they stand *before* the elections. Keep them posted about your concerns *after* they are in office.

► Appeal to the school board to seat a nonvoting teacher representative.

► Maintain high standards of professionalism in your classroom and demand the same from others.

If we don't assume command and steer this boat back on course, we shall continue to founder while various special interest groups use educational deficiencies as a club to beat us senseless.

I am tired of being pulled in so many directions, bombarded by so many demands. For too many years the most vital missing pieces have been those teachers who are willing to dig in and say, "Hey, now! I'm tired of your making mincemeat of my profession, my students, my life! My job is ____________. My day consists of ____________. My salary covers ____________.

If you want that report in triplicate, you'll either have to get someone else to do it or wait until tomorrow because Timmy is struggling with his multiplication tables and needs my help and attention today. Especially today. You see, his parents have just separated, and he's feeling awfully insecure."

Let us not lose sight of why we are in this profession. Join the teacher who declared, "We teachers know there is a better way. Why don't we unite to achieve it?"

We can put the pieces together—together. We must. NOW. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

'Scarecrow'

It is extremely unfortunate that your editors chose to print "Scarecrow: A Field Study" (*guest editorial, Jan.-Feb.*) on a page opposite the article about the "Day of Conscience," because the editorial's effect is to weaken, not build, support for public education (and for NEA).

Mr. Bellante's "mistake in judgment" is usually called theft. His analogy is ridiculous. His school board's response is just, because a teacher (especially one who claims to encourage his students' "dreams and ideals") has a professional obligation to be a law-abiding model.

As a release for Mr. Bellante's anger, "Scarecrow" is fine; as an editorial to be widely read in the *NEA Reporter*, it is not.

Karen Jenkins
Fallbrook, California

Instead of bemoaning his plight in allegory, Rich Bellante should be happy that he was merely suspended for a semester. Neither the seemingly small dollar amount nor Bellante's contention that this was his first slip-up in six years diminishes the basic fact that he did something wrong.

Mari Corson
Voorhees, New Jersey

What a sad commentary of distorted values when a teacher's reputation and effectiveness can be so jeopardized—in a field where "humanness" is supposed to have top priority.

A. Allen Chapman
Pasadena, California

Teacher competency tests

I was dumbfounded by the selective vision exhibited in "A Closer Look at Teacher Competency Testing" (*Jan.-Feb.*).

Agreed, Paul Smith's situation is a horror story of incompetently administered competency testing. Agreed, there is no accurate instrument with which to measure a teacher's competency.

However, it is paramount that we advocate high standards for teachers. It is shocking to see illiterate writing and hear ungrammatical language from teachers. The solution is not to close "marginal [teacher training] programs." Some of these poorly educated teachers have managed to receive degrees from colleges reputed to be excellent.

We cannot condemn justifiable efforts to maintain high standards for teachers while simultaneously we base promotions, tracking, and achievement-level grouping of students on equally imperfect tests. My question about properly administered competency testing is: why not?

Deborah J. Horvitz
Brookline, Massachusetts

I applaud the effort to develop teacher competency testing instruments. These must, however, be rigorously standardized.

This development should result in tests which regularly exclude 10 percent of those taking them. Only the successful 90 percent should be allowed to teach.

The remaining 10 percent? As in the past, they will become administrators.

Daniel D. Schechter
Nutley, New Jersey

The position that teacher training institutions should be where "incompetency" is weeded out is well taken.

Unfortunately there are some "bad teachers" already in classrooms. Do we sacrifice their students?

And I am not so sure I would like to be treated by a doctor who "almost" passed his internship but had a creative approach to medicine and communicated well with patients.

Furthermore, anything that makes it more difficult to earn a teaching certificate will have the function of raising salaries for those who qualify.

Rod Smith
Oskaloosa, Kansas

Teacher family size

How can Sheldon E. Leonard (*Letters, Jan.-Feb.*) expect that the taxpayers should help him feed his nine children through school lunch benefits? When my husband and I planned the size of our family, we took into account our careers and estimated budgets and decided a small family was all we could afford. We did not expect then or now that the federal government was at all involved.

I am very proud to be a teacher and a supporter of the Reagan administration!

Betty Hopper
Montgomery, Alabama

NEA vs. AFT on El Salvador

I was impressed by the excellent report "Nightmare in El Salvador" in your December issue. I am a teacher and researcher of Latin American development at the State University of New York. The position of the NEA Representative Assembly on El Salvador is in accord with the stand taken by most progressive and democratic trade unions and civic associations throughout Western Europe, Latin America, and Canada.

In contrast, the Shanker-controlled American Federation of Teachers (which unfortunately is the union at our University) has consistently supported the murderous Duarte regime in El Salvador and the so-called "land reform" imposed by terror and death squads. The AFT went so far as to hold a luncheon honoring the representatives of the totalitarian regime at a recent convention.

James Petras
Binghamton, New York

NEA REPORTER

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WILL SCHOOLS GET AX...AGAIN?

"If the budget cuts continue, I see a lot of kids not getting the attention they deserve . . ."

The words of Joyce Benge, a special ed teacher at Coulston Elementary in Shelbyville, Indiana, echo the frustrations of NEA members all around the country. The Reagan Administration's second-year budget proposals raise the grim prospect of still deeper cuts in education programs.

It's clear now that the Administration is out to virtually eliminate federal support for public education. But with most state and local governments financially strapped, who's going to pick up the slack?

If Congress approves the new federal budget submitted by the Administration in early February, the result will be nothing less than disaster for American education at all levels.

President Reagan is calling for a new round of deep cuts in federal aid programs already slashed by his first budget. The Administration hopes to win passage of these new cuts this summer—before educators, students, and parents have felt the full pain of last year's budget ax. Because most education programs are funded a year in advance, the real drop in federal dollars under the current (fiscal year 1982) budget will not be apparent until this coming fall.

The fiscal 1983 budget proposals now being hotly debated in Congress include new cuts averaging 25 percent for compensatory education (Title I), impact aid, block grants, vocational and adult education, aid for education of the handicapped, college student grants and loans, Indian education, and many other popular programs.

In all, the Administration wants to slash more than $3 billion from education in fiscal year 1983, which begins October 1, 1982. The cuts in compensatory reading and math programs alone could translate into layoffs for as many as 73,000 full-time teachers and aides.

The proposed education cuts are part of a general raid on domestic spending that would also lop billions of dollars from medicaid, food stamps, and welfare.

In another move clearly symbolic of the effort to diminish if not eliminate the federal role in education, the Administration has drawn up its budget documents as if Congress had already dismantled the two-year-old U.S. Education Department.

As reflected in the budget proposal, the Reagan plan is to terminate many ED programs outright, disperse others to different federal agencies, shrink still others before combining them into block grants and turning them over to the states, and leave the remainder to be administered by a stripped-down, virtually powerless new "Foundation for Education Assistance," which would be accountable only to the President, not to Congress.

ED's Office for Civil Rights would be abolished, shattering the longstanding federal commitment to equal educational opportunity. The new foundation would have no power to investigate complaints or to make schools or colleges comply with antidiscrimination laws.

NEA and allied national organizations in the Committee for Full Funding—and in coalitions to save the Education Department, Title I, urban education, handicapped education, and other programs—are pulling out all the stops to dissuade Congress from going along with the Administration's proposals this year.

The crisis has brought together as never before groups representing higher education, K-12, school boards, administrators, teachers, parents, and other constituencies, uniting the entire education community in the struggle against a common threat.

One key NEA strategy is a nationwide letter/postcard/telegram campaign to let members of Congress gauge grassroots opposition to education's unfairly large share of the new budget cuts. "Congressional contact teams" of Association activists in each congressional district are making phone calls and personal visits—including trips to Capitol Hill in many cases—to urge their representatives to resist the Administration's attempts to undo years of educational progress.

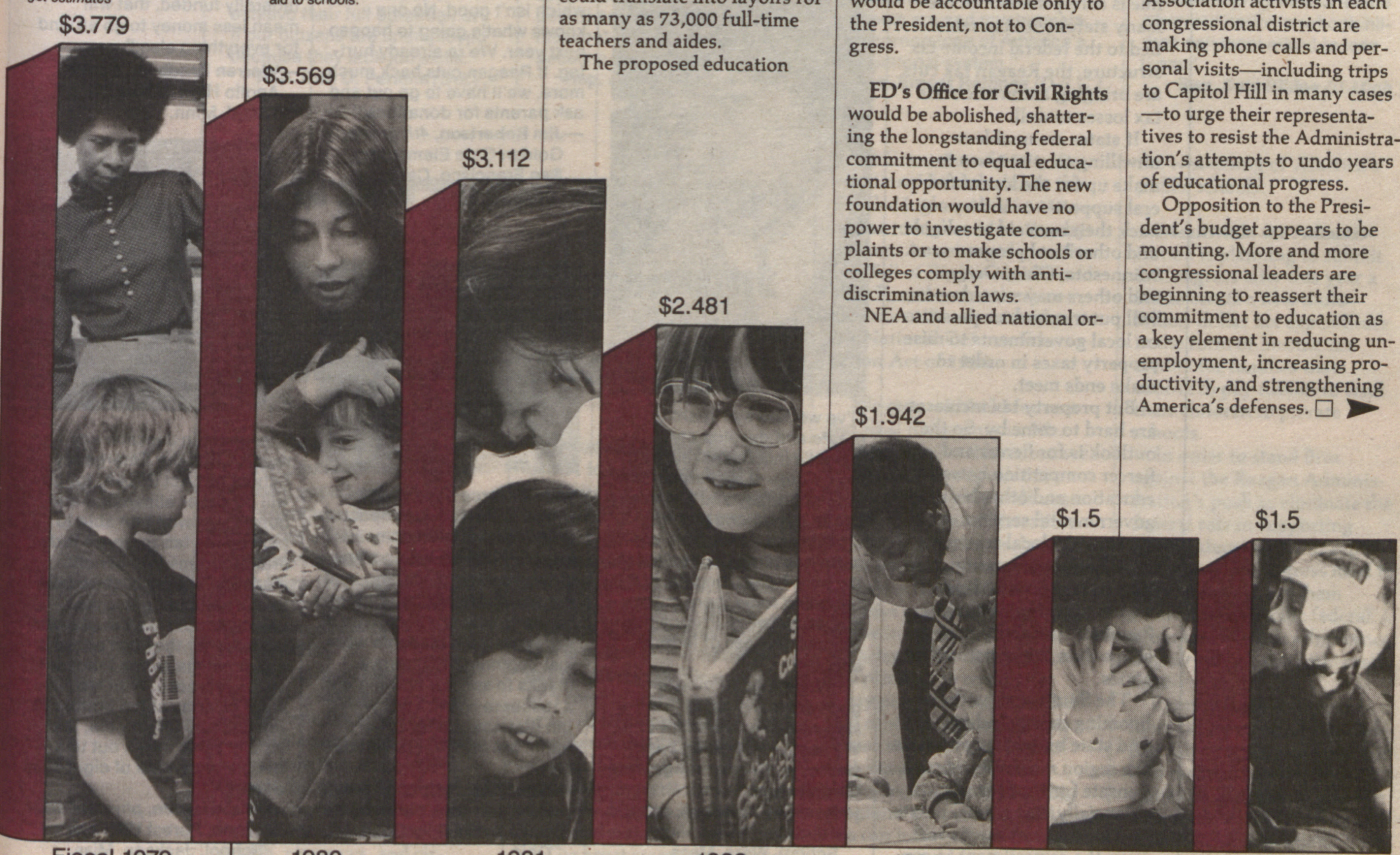
Opposition to the President's budget appears to be mounting. More and more congressional leaders are beginning to reassert their commitment to education as a key element in reducing unemployment, increasing productivity, and strengthening America's defenses. □

Declining federal dollars

in billions

Source: Office of Management and Budget estimates

The figures here are for the largest single federal education program: Title I (education of disadvantaged students, now chapter 1 of the education block grant law passed last summer). The Reagan Administration is proposing similar sharp drops in funding for most other forms of federal aid to schools.



"... I don't see how the states can pick up the tab ...

Many state, local budgets already stretched thin

The recession that is straining family finances has put the squeeze on state and local government budgets as well. It seems unlikely that many of them will be able to make up the school dollars lost if Congress approves a new round of cuts in federal education programs—or turns the programs over to the states without adequate funding to cover the costs.

A majority of states are projecting budget deficits in the current year—or at best a surplus of 1½ percent or less. The big reason, of course, is the economic downturn, which is causing revenues to fall far short of expectations in state after state.

Recent tax decisions have also eroded state and local revenue bases. Colorado, for example, reduced tax rates and instituted tax rebates back when the state was running surpluses. Those days are gone, and now the revenue is sorely missed. In the many states with tax rates tied to the federal income tax structure, the Reagan tax cuts are bringing automatic state tax losses as well.

If states are unable or unwilling to raise taxes to make up for the loss of federal support—or if they cut back their own aid to schools and other local programs, as Minnesota, Ohio, Oregon, and others may soon do—it will put tremendous pressure on local governments to raise property taxes in order to make ends meet.

But property tax increases are hard to come by. So the outlook is for fiercer and fiercer competition between education and other basic governmental services over ever scarcer local revenues.

The school finance picture varies considerably from region to region, with the "sunbelt" generally in better shape than the "frostbelt" states.

The **Southwest,** with its booming energy industry and state budget surpluses, is the region most able to compensate for the federal cuts *financially*. But whether state and local governments will have the commitment to continue serving bilingual, disadvantaged, and other costly school populations should federal programs disappear is another matter.

In parts of the lumber-dependent **Pacific Northwest,** the recession has become an outright depression, due to the slump of new housing construction nationwide.

Because they depend on durable goods and related industries, Michigan, Ohio, Indiana, Wisconsin, New York, and other states in the **Great Lakes** region have been especially hard hit by the recession. High unemployment is both reducing revenues from income and sales taxes and putting heavy new demands on state budgets in the form of unemployment compensation. □

New England

"I've worked five years to create and develop my school's individualized learning center—a resource room for emotionally and physically handicapped and learning-disabled students. This program has already been cut to the bare bones, and it's just not going to be there much longer, between Proposition 2½ and the loss of federal support.

"When a good program goes down the tubes, it's the *kids* who bear the brunt of it. We seem to be going backwards, to the way things were 50 years ago."

—**Rosanne K. Bacon,** *special education*, Ware High School, Ware, Mass.

Pacific Coast

"My biggest budget problem is lack of materials. We can't get simple basic things like pencils, paper, or erasers. My English books date back to when I was in school! And there are never *enough* books. When new kids are added to my class they have to share, which isn't good. No one knows what's going to happen next year. We're already hurting. If Reagan cuts back much more, we'll have to go out and ask parents for donations."

—**Jim Robertson,** *4th grade*, Golden Gate Elementary, San Francisco, Calif.

Great Lakes

"Our air force base is gone, and so is the federal impact aid our district had come to rely on. We'll be losing some of our special ed funding, and the standards will be tightened so fewer kids qualify. Some of my worst math students were just beginning to improve, thanks to special tutoring and a resource room. They won't get that now. I'll try to help them, but my classes will be bigger."

—**Ann Eblin,** *history and math*, Hamilton Township Middle School, Franklin County, Ohio

Upper Midwest

"Minnesota has had an excellent education program for years, which is now eroding thanks to voodoo economics. Our governor ran on a pledge to index the state income tax so as to stop "bracket creep" due to inflation. But indexing combined with the economic downturn has caused an $800 million state budget shortfall. My school board is looking at cuts of from $1 million to $4 million next year.

"We've never gotten more than a small amount of federal money here. But if our district budget starts having to stretch to cover special ed and the other programs that have been federally funded, that will mean less money to go around for everything else."

—**Warren Bradbury,** *English*, Apollo High School, St. Cloud, Minn.

Deep South

"Teachers in Jackson are worried that our Emergency School Aid Act (ESAA) funds will be cut or eliminated and our district won't be able to pick up the tab for these federal programs that benefit students. The legislature tells us the state budget is also very tight, and they're wondering whether they can afford a 3 percent statewide teacher salary increase. With Mississippi salaries at the bottom of the national totem pole, that kind of raise works out to a couple of cartons of cigarettes a week."

—**Alice Harden,** *physical education*, Forest Hill High School, Jackson, Miss.

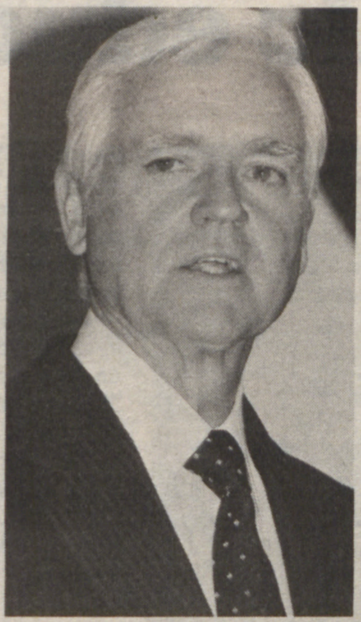
. . . for all the school aid programs the President wants to shift out of the federal government."

Education and the national interest

As the Reagan Administration's plan to "get the federal government out of the education business" becomes clearer, members of Congress from both parties are beginning to speak up in opposition. The U.S. government has a legitimate interest, they point out, in helping to develop the productive, educated citizens upon whom the nation's economic future depends.

"Federal education programs seek to meet needs that state and local educational agencies are unable to meet with their own funds. To say that these programs should be drastically cut back or turned over to the states is tantamount to saying it is not a national concern if our schoolchildren are poorly educated or undernourished, if our poor or handicapped students are not helped to achieve their full potential, or if our citizens are unemployed because they lack job skills."
Rep. Carl D. Perkins *(D-Ky.)*

"Education is at the heart of all efforts to build a strong economy, a strong nation, and a productive people. As such, this enterprise deserves the fullest commitment of our national resources. This prescribes a federal role in support of education—a role that must not be diminished merely because times are tough."
Rep. James Leach *(R-Iowa)*



"As a parent, a citizen, and an office holder, I have always believed that public education is the best investment a nation can make. It develops a diversity, a competitiveness, and a competence that is nowhere else available. Our public schools are run by 16,000 local school boards, and theirs has always been the fundamental role. Those who pose the straw man of a public education monopoly have not travelled this land and breathed the diversity and the vitality of 107,272 public schools. The public school teaches the American way as no other school can teach it. There is no substitute. Our public schools are and must remain the cornerstone of America's educational system."
Sen. Ernest Hollings *(D-S.C.)*

"It is in our national interest both in terms of economic prosperity and national security that the federal government make an investment in education. It represents a national commitment needed to develop the human capability so essential to the future strength of our country."
Rep. Carl Pursell *(R-Mich.)*

"The complete elimination of any federal role in education, if it is accomplished, will come at the cost of proven, valuable education programs at a time when our nation's schoolchildren can least afford to lose them."
Rep. Dale Kildee *(D-Mich.)*

A personal message from NEA President Willard McGuire

The Constitution of the United States and the lessons of history spell out the federal government's role in American affairs quite clearly. Whenever a matter crosses state lines, it creates concerns and needs that the individual states cannot easily or equitably handle.

This has long been true for interstate commerce—and is equally true for education. America's public schools are a local function and a state responsibility, but they are also an important federal concern. Variations in state wealth, resources, and circumstances make it impossible for all students to have access to equal educational opportunity without aid and support from the national level.

To argue, as the Reagan Administration does, that the federal government should stay out of educational matters is to ignore our nation's entire history. Public education came about largely because of the Northwest Ordinance of 1787 and other statutes in which Congress required the territories and states to set aside land for public schools.

The great state universities came about due to the Morrill Land Grant Act of 1862, the vocational schools due to the Smith-Hughes Act of 1917, access to higher education by average Americans due to the G.I. Bill of Rights after World War II, and our nation's recent scientific advances due to the National Defense Education Act of 1958.

We may withhold for now our final judgments on Mr. Reagan as a President, but we must not fail to speak out on the education proposals coming from his Administration.

Clearly the proposals to demote education from cabinet rank to a "foundation," to disperse major school aid programs into other federal agencies where they will have low priority, to terminate many programs outright and fold others into block grants whose use will be left up to each state, and to further slash funding for the few big programs that remain—all this can have only one result: the weakening of America's public schools.

Meanwhile the Administration is planning to submit to Congress later this year a bill to create a new multi-billion-dollar tax expenditure in the form of income tax credits for families that choose to pay tuition to send their children to private schools.

In order to stand firm against the Reagan Administration's push to eliminate the federal role in supporting public education, your representatives in Congress need to hear from you. Let them know how a specific federal program has made a difference in *your* school, for *your* students.

Remind them that now more than ever the federal effort must continue if America is to maintain one of the keystones of national prosperity: high-quality, tuition-free, universal public education.

Willard H. McGuire

NATIONAL DAY OF CONSCIENCE launches year-long crusade for public education

Pearland (Texas) Mayor Tom Reid, an amateur paleontologist, teaches an earth science class at Pearland Intermediate School as part of a "celebrity teach-in" calling attention to the National Day of Conscience for Public Education.

"Today's Children—Tomorrow's Future" is the theme of a National Day of Conscience montage created by Cohasset (Mass.) High School teacher Joan Robbins' 8th grade American Studies class. Robbins (in white sweater) and her students also duplicated the Day of Conscience logo, made it into colorful paper "buttons," and gave one to every teacher in the school to wear.

"Liberty and justice for all . . . impossible without public education. Think about it." That's the message Texans have been getting in recent weeks via a 30-second TV spot produced by the Texas State Teachers Association as part of its wide-ranging National Day of Conscience efforts.

Across the country, NEA members and affiliates made a cold January Sunday a "day of awakening" for a nationwide drive to preserve and defend America's tradition of tuition-free public schools.

January 17, designated a "National Day of Conscience for Public Education," was a day of news conferences, talk show appearances, speeches, marches, and quiet reflection. The occasion received major media coverage in some states. Among the hundreds of state and local activities reported:

In **Texas**, local Associations persuaded mayors to proclaim the day as an official community observance . . . Associations in **Hawaii** and many other states used paid ads in daily and weekly newspapers to get the pro–public education message across . . . the **Washington** Education Association bought advertising space on the sides of transit buses in the state's most populous counties . . . the NEA affiliate in **Pinellas County, Fla.**, prepared National Day of Conscience flyers for church bulletins . . . clergy in **Hawaii** and **Texas** delivered sermons commenting on the importance of public schools to the American way of life.

The timing of the National Day of Conscience coincided with the opening of many legislative sessions. Teachers in **Idaho, Missouri**, and other states staged massive lobbying blitzes at their state capitols . . . local Associations such as **Nevada's Clark County** CTA brought state legislators into the classroom on Monday, January 18, as "Teachers for a Day."

Persuasive arguments by Association leaders on a **Fairhaven, Mass.**, radio talk show led the formerly anti–public school host of the show to change his opinions about public education and educators. . . The **Maine** Teachers Association honored public school alumni. . . . On the Friday before the Day of Conscience, the **Utah** Education Association publicized the Day by putting virtually every teacher in the state into a T-shirt proclaiming "I Care About Public Schools."

As we go to press, entries in the National Day of Conscience student poster contest continue to pour in from NEA local affiliates coast to coast. The winner will be announced in March. □

NEA-PAC: education's defense fund

NEA•PAC

Tens of thousands of NEA members have already contributed to the drive to build up NEA's political action arm (NEA-PAC) for this November's critical congressional elections.

Whatever your political party or preference, under federal election laws NEA-PAC is the *only* way you can pool your political contributions with those of your colleagues to help pro-education candidates for Congress—from your own state or nationwide.

NEA-PAC's current goal is to provide financial backing to every congressional candidate who earns an endorsement this year. NEA-PAC endorsements are passed on the recommendations—and require the concurrence—of the appropriate state Association body.

The NEA Representative Assembly has set $10 as the recommended annual NEA-PAC contribution per member. Contributions may be made directly to NEA-PAC, 1201 Sixteenth Street, N.W., Washington, DC 20036. In many areas members may choose to contribute through convenient payroll deductions.

Political contributions qualify for federal income tax credits—and in some states for state tax credits or deductions. You may take 50 percent of your contribution to NEA-PAC off the taxes you owe the federal government, up to a maximum credit of $50 for an individual return and $100 for a joint return.

Please note

The National Education Association Political Action Committee (NEA-PAC) collects contributions from Association members and uses these contributions to help elect friends of education to federal office. Contributions to NEA-PAC are, of course, voluntary and are not a condition of membership in NEA or any of its affiliates. While NEA recommends an annual contribution of $10 to NEA-PAC, this is only a suggestion. A member may contribute more or less than the suggested amount or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in NEA and its affiliates in any way. □

Political action fund drives keep the momentum building

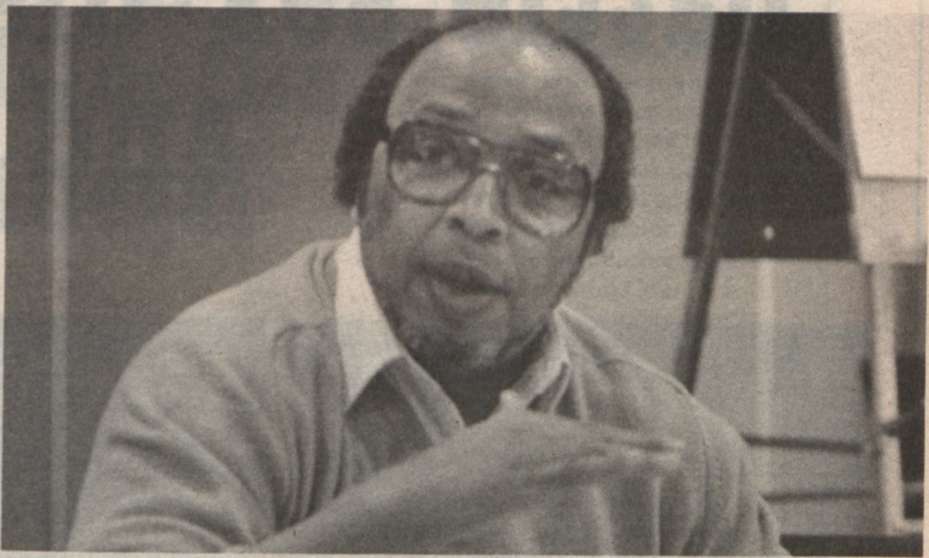
...in Washington State

FEDERAL WAY—Dividing NEA-PAC's national 1982 fundraising goal of $2,000,000 proportionally based on number of members per state, each state's "fair share" can be projected.

The Washington Education Association's proportional share is about $50,000, but its contribution so far stands at $61,000, and WEA is shooting for $90,000. "That would be enough to fund each of our nine congressional races to the $10,000 legal limit should NEA-PAC decide to do so," explains WEA President Reese Lindquist. "We want to be sure we carry our own weight."

Expressing the strong pride that WEA members take in their Association, some 20 affiliates have each contributed more than $1,000 to NEA-PAC; 12 have topped the $1,500 mark. Leading all other locals, regardless of size, is 480-member North Thurston, where 59 percent of the membership has contributed a total of $3,200.

As we go to press one other NEA state affiliate is also well ahead of the rest in meeting its proportional goals: Hawaii (fair share $12,270; contributions and authorizations so far, $17,000). Nevada, with NEA-PAC authorizations already past the $6,600 mark, is also closing in on its goal of $7,735.



Under the leadership of President Eddie Butler, Jr., the 800-member Vancouver Education Association collected an average of $12 per contributor in this fall's NEA-PAC drive, for a total 780 percent over last year's.

...in Indiana

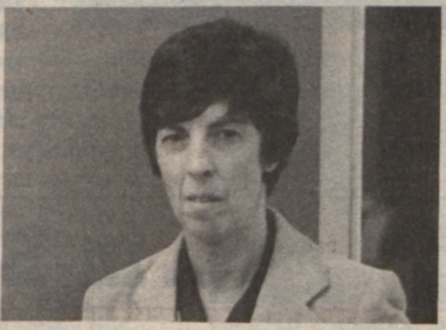
INDIANAPOLIS—"You can't hope to achieve success by lobbying alone. You also need to help elect legislators and members of Congress who really care about public education," says Yorktown teacher Kerry Turner. "And effective help includes campaign contributions."

Concerned about the growing threats to the survival of key public school programs, she set out to organize an intensive drive in her local Association to raise funds for both the Indiana Political Action Committee for Education (I-PACE) and the NEA Political Action Committee (NEA-PAC).

The drive has been highly successful, winning contributions from every one of the Yorktown Classroom Teachers Association's 89 members.

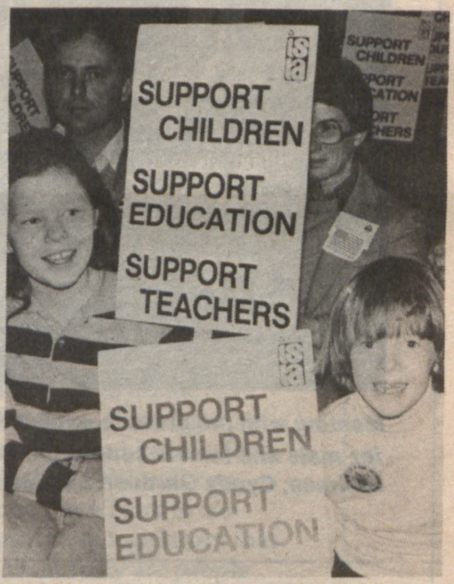
Many locals in the Hoosier state have year-long I-PACE/NEA-PAC fund drives—such as the one in New Warrick County. New Warrick legislative chair Katherine Startin explains, "Many of us view contributing to our political action committees as more than just a good idea. It has become tantamount to *survival*."

The New Warrick Education Association has 415 members. This year's campaign has raised $3,500 so far in cash and payroll deductions.



"We need pro-education people in the legislature and in Congress," says Katherine Startin of New Warrick County, Indiana. "The state and national Association PACs are our vehicles for helping to elect them."

"Indiana teachers are getting behind our spring I-PACE/NEA-PAC fundraising drive as a way to do something about the growing threats to the survival of public education," says Yorktown, Ind., teacher Kerry Turner.



Children of Indiana teachers make their sentiments known at evening rally after a day of intensive teacher lobbying at the statehouse in Indianapolis. Capping the rally was a candlelight march for education. Over 1,300 Association members and supporters filed past the governor's office, where they left calling cards urging adequate funds for schools.

...in Alabama

MONTGOMERY—Local governments' share of public education costs in Alabama is very small. About 75 percent of the total funding comes from the state; federal sources have made up most of the rest.

Federal and state budget cutbacks therefore threaten to have an unusually harsh impact here—giving a special urgency to the Alabama Education Association's 1982 political action campaign.

Peggy McDanal, who heads AEA's Educational Support Personnel Organization, voices the feelings of the Association's growing ESPO membership: "We're just beginning to get our feet wet in finding out the importance of political involvement for support personnel. We've learned the hard way how critical it is that we do our part to make a difference in congressional as well as state legislative races."

AEA Postsecondary Division President Callie Waldrop concurs: "Just as we wouldn't think much of ourselves if we said nothing while the schools' and postsecondary institutions' curricula were ripped to shreds, so we can't sit silent while their funding level is destroyed."

Some 3,300 political action kits have been distributed to Association volunteers throughout Alabama. The goal is to canvass every single K-12, postsecondary, and educational support member in the state. The week of February 22 was designated A-VOTE/NEA-PAC week; the fundraising campaign will climax during the AEA convention in early March. ☐

Alabama Education Association members look over items for sale at political fundraising bazaar during recent AEA Delegate Assembly in Mobile. Local associations across the state donated items for the bazaar; proceeds went to A-VOTE/NEA-PAC.

Texas teachers battle sex discrimination — and win!

Meeting with the press to explain how recent class action grievance brought an end to unequal compensation for male and female coaches in San Antonio are (from left) TSTA attorney Phil Hardberger and coaches Vicki Hallman, Cyndy Gardner, and Mayra Hernandez.

Denied an assistant principalship in 1977 because of her sex, Diane Garza went to court with Association backing and recently won more than $9,000 in damages.

...in San Antonio

I see the grievance here as a precedent-setting case, and one that will bring changes throughout the state," says Phil Hardberger, the Texas State Teachers Association (TSTA) attorney who represented 75 female San Antonio coaches in their struggle for equity.

Male high school coaches had been receiving $1,110 a year more than female coaches under the district's salary schedule. Male coaches at the middle school level were paid $200 more than their female counterparts.

"We knew we couldn't get anywhere individually, because we had tried," recalls high school coach Vicki Hallman.

The San Antonio Teachers Council (SATC), the TSTA/NEA affiliate here, called a general meeting of all female coaches in the district, received 32 sex discrimination complaints, and filed a grievance.

"I was afraid to file the grievance," says Hallman, "but I believed in it enough to do it. I felt I was exerting as much effort as the male coaches."

The school district attorney denied the grievance. SATC appealed and the school superintendent agreed to hold a hearing.

John Cowey, a former coach, read about the case in the newspaper and volunteered to testify. He said that he had coached female athletics only, but was paid on the male salary schedule.

After the hearings, the superintendent recommended a new supplementary pay schedule. This schedule assigns relative weight to each sport according to length of season, general skills taught, contact hours with athletes, and hours required for extra scheduled activities.

Most coaches, male and female, received increases under the new schedule; no one's pay was cut.

"We now know that as long as we follow the grievance procedure and work together through a strong local association like SATC, we will be listened to," says coach Teresa Garces. □

...in Brownsville

Diane Garza turned to the Texas State Teachers Association after she applied for the assistant principal slot at the elementary school where she was teaching, only to be told by the principal that he preferred a man for the job.

A man was hired, even though Garza had more graduate hours and was equally qualified. With TSTA/NEA support, she filed suit in federal district court charging sex discrimination.

In court, the principal testified that he knew the two candidates were equally qualified but had selected the man as "a matter of judgment."

Federal Judge George Kazen ruled that the principal "had determined in advance that he wished to hire only a man for this position, and therefore paid little or no attention to [Garza's] background and qualifications."

A principal has the right to use his discretion in choosing between equally qualified candidates, noted the judge, but not when that decision is based on unlawful criteria.

Garza, now an assistant principal at a high school in San Benito, was awarded more than $3,300 in back pay plus $6,000 in legal damages to cover "mental anguish, humiliation and travel expenses caused by the deprivation of her constitutional rights." The decision is currently under appeal. □

NEA opposes new legislation

Subsidizing segregation through tax benefits is already illegal

WASHINGTON, D.C.—NEA has joined with the Leadership Conference on Civil Rights in arguing that federal laws now on the books prohibit tax breaks for private schools which discriminate on the basis of race, and that no new legislation is needed.

NEA and its allies oppose the Reagan Administration's decision to throw the question back to Congress instead of enforcing the laws that already exist—notably Title VI of the Civil Rights Act of 1964, which prohibits racial discrimination in federally assisted programs.

The U.S. Supreme Court has upheld Title VI's application to private school tax exemptions, ruling that tax breaks are indeed a form of federal assistance.

But early this year the Internal Revenue Service announced it was reversing its policy of denying tax exemptions to racially discriminatory private schools—a policy dating from the Nixon years.

At the same time the IRS revoked its policy, the Justice Department asked the Supreme Court to throw out lower court rulings denying tax exemptions to two schools that are seeking them—Bob Jones University in Greenville, S.C., and Goldsboro Christian School in Goldsboro, N.C. Both institutions have previously been described by the U.S. government as "blatantly discriminatory."

Appearing surprised at the degree of public outrage the IRS and Justice Department actions produced, President Reagan quickly declared his own personal opposition to racial discrimination—and then, in a startling about-face, sent Congress a new bill specifically prohibiting tax exemptions for racially discriminatory private schools.

However, pending Supreme Court or congressional action, the Administration apparently still plans to grant Bob Jones University and Goldsboro Christian School their exemptions—subsidies for which taxpayers must foot the bill. Tax exemption, beyond meaning that a school itself pays no taxes, makes all individual contributions to the school tax-deductible.

"If Mr. Reagan truly opposes racial discrimination, as he claims, then he should have just cancelled his Administration's tax policy reversal, instead of proposing new legislation," asserts NEA Teacher Rights Director John Cox.

"The Administration's new bill creates a smokescreen," adds Linda Tarr-Whelan, NEA Government Relations director. "NEA is not supporting this legislation, because it's unnecessary. We don't want to open a Pandora's box by requiring Congress to pass new laws to cover every administrative ruling based on judicial interpretation of an earlier bill's legislative history and intent." □

ERA: fighting the good fight in Oklahoma

OKLAHOMA CITY—State Senator E. Melvin Porter's respect for the dedication of ERA supporters "went up one million percent" after he was called off a Florida-bound plane just before takeoff on the day of the crucial ERA ratification vote in January. Porter, who backs ERA, had thought the vote was scheduled for another day.

After Porter returned to the capitol, Frances Hawkins, a teacher at Jackson Middle School here and one of the instigators of the phone call, virtually camped out in his reception room, keeping him informed of the bill's legislative progress.

"I was afraid to leave my office for fear I might miss the vote," recalls Porter. He cast his vote for ERA, but it wasn't enough; the ratification bill was defeated in the Oklahoma senate 27 to 21 and failed again upon reconsideration.

ERA supporters were disappointed, but not devastated. "I've never seen people work like they did in Oklahoma," comments NEA Government Relations Director Linda Tarr-Whelan, who was on the scene. "Teachers provided the base for the OK-ERA Coalition, and they pulled out all the stops."

Town by town, teachers, political activists, minorities, unionists, businesspeople, and members of community organizations had pooled their efforts, meeting with legislators in their districts on weekends.

One hundred Oklahoma Education Association (OEA/NEA) members had taken leave to flock to the capitol and lobby their legislators.

One of those teachers, Pat Smith, took six weeks off to work for passage of ERA, so strongly does she believe in its purpose.

"Working for ERA has taken me away from both my son and my classroom, but I can't afford to wait for either my son or my students to grow up before I work for an America that includes women in the Constitution," she explains.

Some 1,200 Oklahoma teachers turned out for OEA's "legislative hoedown," where former U.S. Vice-President Walter Mondale called the Amendment a "moderate but indispensable measure that will help ensure equal justice." Mondale personally buttonholed state legislators, urging them to vote for ERA. America has "a history of opening doors, not closing them," he noted.

OEA/NEA member Pat Smith took six weeks off this winter to work for ERA ratification in Oklahoma. A high school English and Latin teacher in Moore, Smith also serves as western states coordinator for the NEA Women's Caucus.

Thousands of handwritten letters on special stationery provided by OEA appeared in legislators' mailboxes. The letterhead pleaded, "Give children the gift of their life."

Governor George Nigh and the leaders of the legislature were committed to ERA's passage. "Senate President Marvin York put his leadership on the line on this issue," says NEA's Tarr-Whelan. "He was willing to stand up and be counted for equal rights."

Association members and their allies did everything right in Oklahoma; still they lost. Yet despite their disappointment, their spirits remain high. "They did everything that could be humanly done," says Tarr-Whelan. "People who had never worked together before built a strong coalition around the rights of women, an issue which will be with us for a long time."

Meanwhile, in January, the U.S. Supreme Court "stayed" a December district court ruling from Idaho, postponing any review of that decision until after June 30—the deadline for ERA ratification.

If ERA is ratified, the Supreme Court will then decide whether to uphold or overturn Idaho federal district court judge Marion Callister's opinion that Congress acted unconstitutionally in extending the ratification deadline from 1979 to 1982 and that states may rescind their ratifications.

The high court's action is an unusual one. "With the Supreme Court's decision not to decide, we have been given a grace period," says NEA's Tarr-Whelan. "We will continue our efforts to convince state legislators that women truly are people and belong in the U.S. Constitution just as much as men. We're coming down the homestretch, and we're not giving up!"

The last state to ratify ERA was Indiana in 1977. Opposition to ERA has killed recent ratification attempts in Georgia, Virginia, and Missouri, as well as in Oklahoma. Through the NEA/ERA Project, NEA and its state affiliates have also targeted the legislatures in Florida, Illinois, and North Carolina for pro-ERA activity this spring.

If you would like to contribute to the NEA/ERA Fund, which is aiding ratification efforts until the last possible moment, please send your check to NEA/ERA Fund, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

SPOTLIGHT ON SCHOOL SUPPORT STAFF

Alabama's ESPO has come a long way

MONTGOMERY—The Alabama Education Association's Education Support Personnel Organization (ESPO) recently held its first delegate assembly since unifying with NEA last year.

Politicians came to pay ESPO homage; in turn, some 300 ESPO delegates presented their list of demands, including a minimum wage, due process, and other work-related rights.

"In the past six years I've seen ESPO grow from almost nothing to a very viable and powerful organization," said Peggy McDanal, who has led the group since its infancy and was re-elected as its president. "I'm glad to see we're finally being recognized as first-class citizens and professionals in our occupations."

Calling support personnel "a key ingredient in the survival of public education," guest speaker Bernie Freitag, NEA vice-president, denounced President Reagan's cuts in federal support for education "at a time when the nation needs common goals, common standards, and a solid funding base."

Tom McDonald, president of the Alabama Education Association, reminded delegates that they had been excluded from Governor Fob James's budget request which called for a 14 percent pay raise for teachers, but nothing for them.

"This Association protested publicly and loudly," said McDonald, "and the governor is now asking that support staff also get a 14 percent increase. It's my frank opinion that if anyone or any group deserves a raise, it's support personnel."

McDonald added that the old political tactic of divide and conquer won't work anymore: "This Association is committed to keeping the educational family just that—a family—and we will oppose any attempt by elected officials to divide us."

Addressing their job concerns, ESPO delegates resolved that—

► The legislature should pass laws granting support staff fair dismissal, five paid holidays and two personal leave days each year, a minimum wage law, and worker's compensation coverage.

► The Teacher Retirement System board should expand its membership to include two education support employees.

► Local school boards should spend enough money to buy and operate buses safely, and should hire school bus drivers rather than using teachers in that role. □

Lt. Gov. George McMillan greets Abrenda Anderson, an educational secretary who is president of the Birmingham City ESPO. McMillan was one of three potential gubernatorial candidates to court school support staff favor at recent delegate assembly—an indication of ESPO's growing influence in Alabama.

"We in Alabama need job security, a decent wage, and professional leave," says ESPO President Peggy McDanal (left), who is forced to take vacation leave to attend meetings of the NEA Board of Directors. Also representing Alabama on the board are teachers Sallie Cook (center) and Peggy Dotson.

Long months at the table pay off for Missouri teaching aides

ST. LOUIS COUNTY—"It was a long, hard fight, but it was worth the effort," says Jim Gnuse, president of the Special Education Employees Association (SEEA). The Missouri NEA affiliate recently signed its first master contract.

"Over 18 months, we bargained with two school boards, three district bargaining teams, two attorneys, and three superintendents," he adds. The management turmoil stemmed from public outcry over the original board's firing of striking bus drivers. "We also had to make the district honor commitments made by its own bargaining team," Gnuse reports.

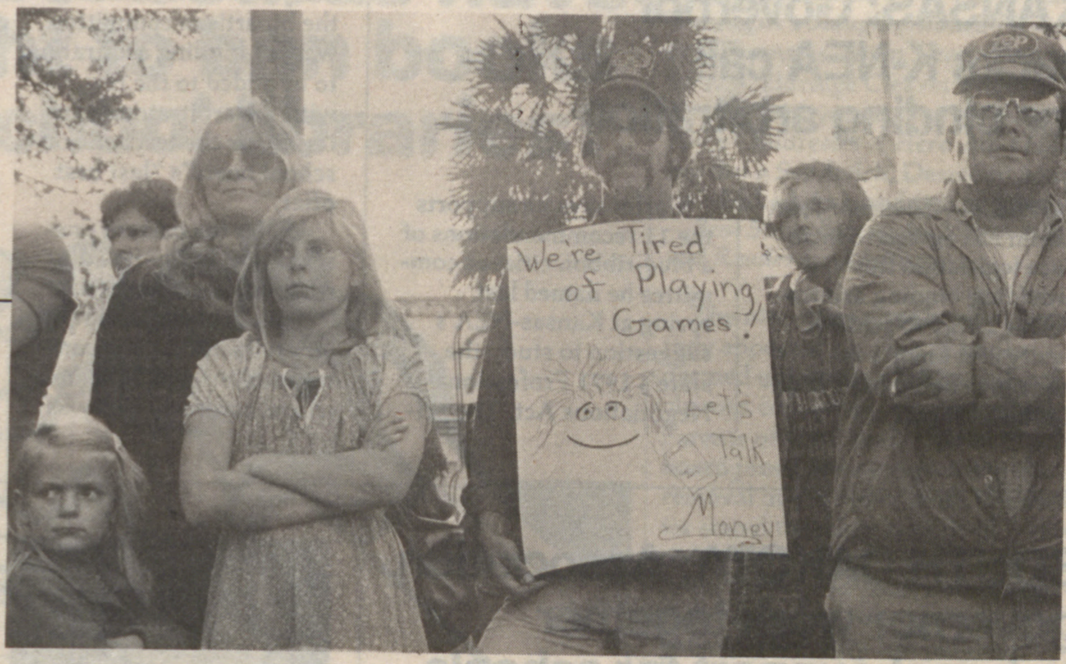
"This contract puts us in the vanguard of the educational support staff movement in Missouri," he says. SEEA is the state's second support staff organization to find success at the bargaining table; school nurses in suburban St. Louis were the first.

SEEA represents 590 teaching aides and assistants who work with vocational and handicapped students in St. Louis County.

The new contract, similar to one bargained by the Special School District Community Teachers' Association, Missouri NEA, provides a pay increase ranging from 19 to 25 percent, an additional salary step, a grievance procedure with association representation, payroll dues deduction, employee evaluation, a layoff procedure, and leave for bereavement, education, child rearing, and association business.

SEEA returns to the bargaining table this spring to negotiate its second contract. "This time," says Gnuse, "we hope we'll reach a simpler and quicker agreement." □

These folks aren't kidding! St. Johns school district support staff made their feelings known during informational picket at school administration headquarters. After nine months of tough bargaining, SJSSA now has its first contract.



New York: strike brings clericals, teachers together

PLAINVIEW—After a long struggle that included on-and-off walkouts, the NEA/New York Educators Association-affiliated Plainview-Old Bethpage Congress of Teachers (PCT) has won new three-year contracts for its 580 clerical and teacher members.

"It was a long, tough struggle, no doubt about it," says PCT Clerical Unit President Marie Kushy. "It really brought us together. Our unity helped both units."

For four months this fall, clericals walked shoulder to shoulder with teachers on picket lines. The entire district was shut down for eight days; then various school buildings were shut down selectively, with employees averaging 13 total days on strike.

The school secretaries supported teachers' main issue: the administration's efforts to withhold pay from any teacher awaiting a dismissal decision. As a result of the unified action, PCT negotiated continuation of full pay for such teachers during the first two years of the new contract; in the third year, the school board agreed to pay the salary for one teacher up to a year-and-a-half.

Clericals won a 26.5 percent hike in salary over the life of the contract, which is retroactive to last July.

In addition, clericals and teachers won a new retirement incentive providing cash bonuses of up to $4,200, depending upon years of service and the number of employees retiring.

PCT also won a $200 annual longevity payment after 20 years of clerical service, and a $50 increase (to $450 annually per employee) for the union's welfare fund.

Under the New York Taylor Law's two-for-one strike penalties, office workers and teachers will each lose 26 days pay—an average loss of $1,500 to $2,000 for clericals and twice that for teachers. Court hearings are scheduled on PCT's right to retain automatic dues deductions, and on the union's alleged violation of a court order banning strikes.

"This strike once again illustrates that the Taylor Law is a sham," declares NYEA President Tom Pisa. "It's stacked in favor of management and penalizes public employees for standing up for their rights." □

NEA Executive Director Terry Herndon (right) spoke at a Long Island rally supporting clerical workers and teachers during their lengthy struggle. With him, from left, are Plainview-Old Bethpage Congress of Teachers President Paul Rubin, NYEA President Tom Pisa, and PCT Clerical Unit President Marie Kushy.

Florida support staff union signs first master contract

ST. AUGUSTINE—Florida's first school support staff organization to cover all non-teaching employees has successfully bargained its first contract.

The St. Johns School Support Association (SJSSA), affiliated with the Florida Teaching Profession-NEA, gained a 10 percent salary increase for the 1981-82 school year, retroactive to last July 1. The contract was ratified by an overwhelming 195 to 0 in early February.

The 450-member bargaining unit consists of all education support workers, including bus drivers, mechanics, maintenance workers, janitors, food service and cafeteria employees, secretaries, and teacher aides.

"We've really learned what it means to stick together," says SJSSA President Claudia Brunke, an aide at Mill Creek Elementary School. "After nine months of tough bargaining, we now have our first master contract. Thanks to UniServ Director Doug Locke, the teachers who picketed the school board with us, and the determination of our members, we've finally made it."

Support staff members coordinated their bargaining strategy with teachers in the St. Johns Education Association. Though the two groups bargained separately, support staff were able to win much of the same contract language as teachers. SJSSA won a three-year agreement recognizing the union as exclusive bargaining representative and gained grievance rights ending in binding arbitration.

The contract will be reopened annually for salary negotiations. A committee was appointed to create a single salary schedule for 1982-83, to replace the multiple schedules now in use.

Other major contract rights:

► Half an employee's unused sick leave may be cashed in at the daily pay rate when he or she retires or dies during the first 12 years on the job. From the 13th year on, *all* unused sick leave may be cashed in when an employee leaves for any reason.

► Insurance benefits will cost a single employee $4 a month and include dental insurance, health and major medical, life insurance to the nearest thousand dollars of annual salary, and optical insurance.

► SJSSA members may pay dues through payroll deduction.

► Employees may be disciplined only for just cause.

► After a three-month probationary period, employees become permanent and may be fired only for just cause.

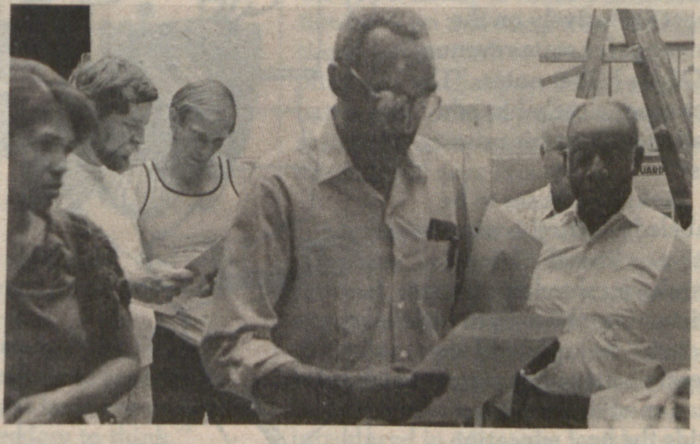
► Employees are entitled to a written annual performance evaluation.

► Employees have the right to review their personnel files and respond to their contents.

► Employees are paid for four holidays, four days of personal leave, and two emergency leave days each year.

► Flexible hours may be approved by the supervisor or principal.

► A written layoff procedure protects seniority within each school and department. □



Members of St. Johns School Support Association voted to affiliate with the Florida Teaching Profession-NEA last spring. Less than a year later, they voted unanimously to ratify their first contract, providing a 10 percent pay increase and binding arbitration of grievances.

KANSAS: Governor backs K-NEA call for binding arbitration

TOPEKA—Governor John Carlin has agreed to introduce legislation this year providing binding arbitration as a way to achieve equity and finality in teacher–school board negotiation impasses.

Carlin says he supports the 11 recommendations of a blue-ribbon citizens committee he named last spring at Kansas-NEA's suggestion to study the state's 1971 Professional Negotiations Act. The primary recommendation of the bipartisan committee was for binding arbitration to be added to the law, with the arbitrator choosing either the teachers' or school board's "last best offer."

Under the current one-sided law, in the few districts that become deadlocked, boards can simply ignore factfinders' recommendations and issue unilateral contracts—as was done this year in Topeka and elsewhere.

Hailing the governor's acceptance of the committee's recommendations, K-NEA President Nancy Lindberg calls binding arbitration "the only equitable solution possible except for allowing teachers the right to strike—an option the committee did not favor."

K-NEA recently hired an independent research group to survey Kansans on the question. Two of every three were found to favor binding arbitration of teacher–board disputes.

While Governor Carlin is a Democrat and both houses of the legislature are controlled by Republicans, the issue is not a partisan one. Many Republicans advocate binding arbitration, including Attorney-General Robert Stephan. □

SOUTH DAKOTA: Association, governor work together to boost support for schools

PIERRE—The South Dakota Education Association's 1978 endorsement of William Janklow for governor took many observers by surprise—especially those who assumed "automatic" endorsement of Democratic candidates.

Republican candidate Janklow was "a straight shooter who told us where he stood, what he supported, and what he opposed," recalls SDEA President Dianna Miller. "We worked for him because he supported education."

Now, after three years in office, Janklow remains a consistent advocate for students and teachers. A 42-year-old lawyer and railroad owner who never graduated from high school, he continues to fight to keep his campaign commitment: increasing state aid to education.

State support of local schools has almost doubled since Janklow took office—"a truly significant achievement in light of the fact that South Dakota has no income tax and relies almost exclusively on the sales tax for state revenue," SDEA's Miller notes. "The governor clearly has education high on his priority list."

Janklow refuses to be labeled as strictly conservative or liberal. "I don't think you should put a politician into those tight little boxes," he argues. "I sincerely believe this state has an obligation to provide the best education possible to our young people. In addition, every dollar that we send back to local schools is a dollar they don't have to raise in local property taxes, and it's a dollar state government can't spend and grow on."

In other SDEA-backed moves, Janklow has increased the accountability of the state education agency and established teacher control of the state professional practices and standards commission. At press time his latest proposal for another increase in state aid to schools was pending before the legislature. □

South Dakota Governor William Janklow won SDEA's political endorsement in 1978 for his promise to support education—a campaign pledge he has fulfilled many times over.

CALIFORNIA: L.A. teachers help create a 'new generation' of learning materials

LOS ANGELES—NEA and its local affiliate here, the United Teachers of Los Angeles, are providing advice to a division of Walt Disney Productions as it develops innovative educational media tools to "bring tomorrow into today's classroom."

The new materials, still in the planning stages, will help teachers and students explore such concepts as energy, transportation, and communications.

The media project is just one aspect of the latest Disney venture: expansion of the Disney World complex in Orlando, Fla., to include an Experimental Prototype Community of Tomorrow (Epcot) Center. Plans call for creation of a special area on the Epcot site, to be reserved for use by educators as a hospitality lounge and resource center. □

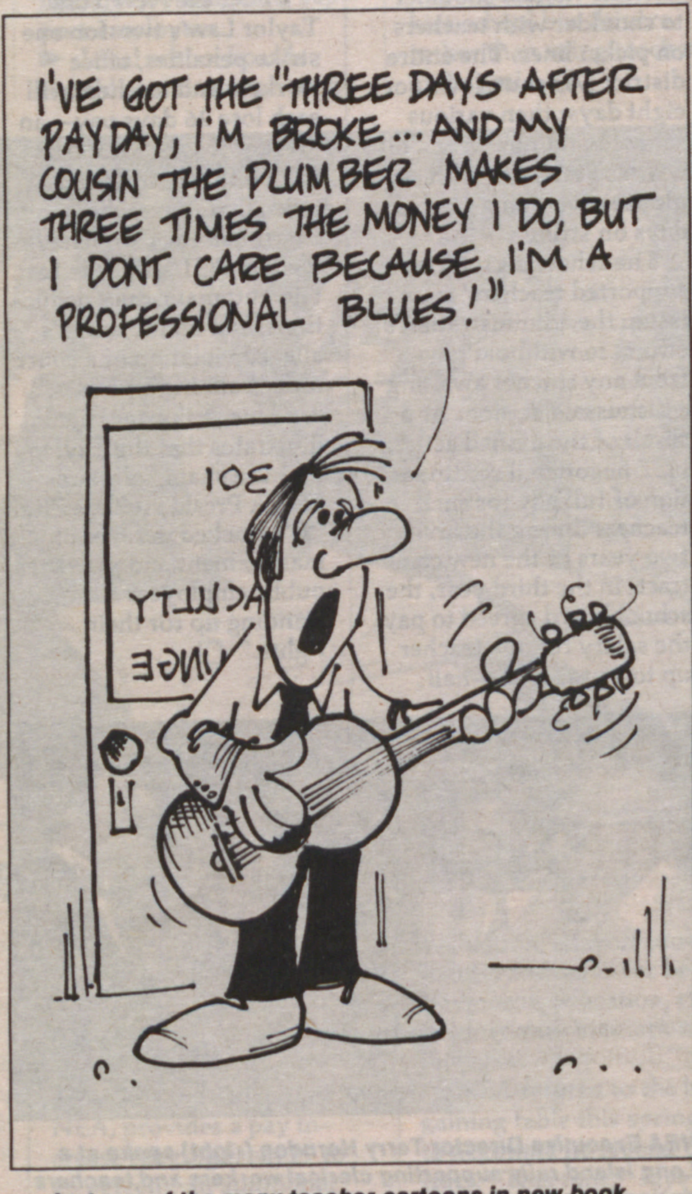
IDAHO: a book full of laughs raises $$$ for IEA crisis fund

MOUNTAIN HOME—Idaho Education Association (IEA/NEA) member Mark Larson, an American government teacher here, has created a book of cartoons about situations any teacher will identify with.

IEA is now selling the book to raise money for its new crisis fund, designed to assist locals in major financial emergencies.

Drawn and lettered by Larson, the 76-page *Teaching Are Fun* was printed by IEA member Dale Klipz, who moonlights by running a printshop here.

Copies of *Teaching Are Fun* may be ordered for $3.00 each from IEA at 620 N. 6th Street, Box 2638, Boise, ID 83701. IEA will pay the postage on prepaid orders. □



Just one of the many teacher cartoons in new book created by Idaho Education Association member Mark Larson and published by IEA to raise dollars for crisis fund.

Supreme Court will decide

Do school boards have the right to ban books from school libraries?

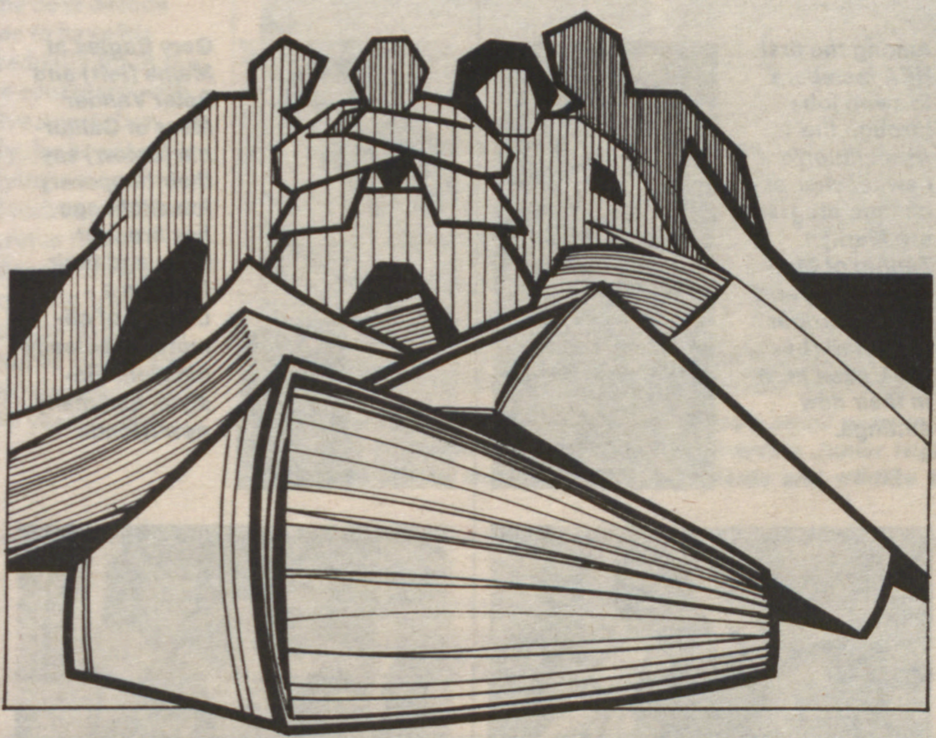
LEVITTOWN, N.Y.—When the school board banned nine books from school libraries in this Long Island community's school district in 1976, Steven Pico and four other students objected that their First Amendment rights were being violated. With the help of the American Civil Liberties Union, they have fought their case all the way to the Supreme Court.

NEA recently filed a friend-of-the-court brief backing the students. NEA General Counsel Robert Chanin notes that *Board of Education, Island Trees Union Free School District No. 26 v. Pico* is the first school library book-banning case ever to come before the Supreme Court.

"With censorship of school library books on the rise across the U.S. in recent years, it is essential that the nation's highest court affirm the fundamental right of freedom of inquiry and thought in the public schools," Chanin explains.

NEA's legal brief argues that the First Amendment guarantees of free inquiry, free thought, free belief, and free expression "would mean little if school authorities could nip debate in the bud by imposing an ideological orthodoxy on our nation's youth."

The books banned in Island Trees—many of them minor classics—were Bernard Malamud's *The Fixer*, Kurt Vonnegut's *Slaughterhouse-Five*, Piri Thomas's *Down These Mean Streets*, Eldridge Cleaver's *Soul on Ice*, the anonymous *Go Ask Alice*, Alice Childress's *A Hero Ain't Nothing But a Sandwich*, Desmond Morris's *Naked Ape*, and two anthologies —*Best Short Stories by Negro Writers* and *Reader for Writers*.



The nine titles were banned because they appeared on a list of books deemed objectionable by a self-proclaimed conservative group called Parents of New York-United. A school board press release explaining the removal of the books from the libraries stated that they contained "material which is offensive to Christians, Jews, Blacks and Americans in general," as well as "obscenities, blasphemies, brutality and perversion beyond description."

In the decision now being appealed by the school board to the Supreme Court, the U.S. Second Circuit Court of Appeals ruled in favor of the students, remanding the case back to the district court for trial on the school board's allegedly unconstitutional motives in banning the books. □

NEA surveys reveal changing profile of American public school teacher

WASHINGTON, D.C.—Nearly 50 percent of the nation's public school teachers now hold either a master's degree or six-year diploma. This figure reflects a dramatic increase in average professional preparation level over the past two decades. Twenty years ago only 23.5 percent of teachers had earned advanced degrees; ten years ago the figure was just 27.5 percent.

These survey findings were released last month by NEA Research in a report on the status of the American public school teacher in 1981. Similar surveys have been conducted every five years since 1961. Comparing the findings for this 20-year span provides a fascinating glimpse into the changing profile of the "typical" American teacher.

Among the highlights of the new report:

► Teachers' average (mean) age declined from 42 in 1961 to 36 in 1976. But by 1981 this 15-year trend had been reversed and the mean age had risen to 39. In 1966, 34 percent of teachers were under age 30; by 1981 only 19 percent were that young.

► Mean class size for nondepartmentalized elementary teachers declined from 29 in 1961 to 25 in 1971 and has remained steady at 25 ever since. For secondary and departmentalized elementary teachers, mean number of pupils per class has slowly but steadily decreased from 27 in 1961 to 23 in 1981.

► Teacher salaries rose more rapidly than the Consumer Price Index from 1961 to 1966 and from 1966 to 1971. In the last 10 years, however, teachers have lost considerable buying power. While the mean salary has increased by 86 percent since 1971, the CPI has jumped 120 percent. Teachers' mean annual contract salary for 1980-81 was $17,209.

► Less than half (46 percent) of the teachers surveyed said they would "certainly" or "probably" choose teaching as a career if they had it to do over again—down from 74 percent in 1971 and 64 percent in 1976. The percentage of teachers who say they would "probably" or "certainly" *not* choose teaching again has climbed from 13 percent in 1971 to 19 percent in 1976 to 36 percent in 1981.

► The mean number of hours per week devoted to all teaching duties has not changed significantly between 1961 (47.3 hours) and 1981 (45.9 hours).

► Nearly 81 percent of teachers are now homeowners, up from 67 percent in 1971.

► Teachers reporting membership in a religious group decreased from 86 percent to 75 percent between 1966 and 1976, and then increased again to 78 percent in 1981.

► The only other type of community or civic organization to which a majority of teachers belong continues to be the parent-teacher association, with 57 percent of teachers reporting membership (down from 78 percent in 1966). □

Court strikes down law requiring equal time for 'creation science'

LITTLE ROCK, ARK.—The recent federal court decision here striking down the state's creationism law as unconstitutional was hailed as "a major victory for public education in this country" by Lyle French, president of the Arkansas Education Association. The state will not appeal the decision.

AEA joined in the suit challenging the law, which would have required a "balanced treatment" of creationism whenever the theory of evolution is taught.

A federal judge ruled in January that the creationism law was "simply and purely an effort to introduce the Biblical version of creation into the public school curricula."

Despite the claims of its supporters, creationism, or creation science, is not scientific, ruled Judge William Overton: "A theory that is by its own terms dogmatic, absolutist, and never subject to revision is not a scientific theory."

Comments French, "The First Amendment principle of separation of church and state has been upheld, as well as our freedom to think."

In pursuing the lawsuit, AEA has "protected our members from the harassment that was certain to come under the creationism statute," French adds. The Association also welcomes the opportunity to focus public attention back on more important educational issues, such as student discipline and teacher pay. The creationism battle has "diluted public energy that should be addressing real problems in education," says French.

Meanwhile, the day after the Arkansas law was declared unconstitutional, the Mississippi state senate approved a virtually identical statute. A similar creationist law in Louisiana is expected to go to trial this spring. In 1981, creationist legislation was introduced in 15 states; legislators will continue to grapple with the issue this year. Ultimately, the U.S. Supreme Court may have to resolve the constitutionality of equal-time creationist statutes. □

Montana to Hawaii, Maine to California

NEA members swap schools, sample new vistas

"A big culture shock it certainly was," says Montana teacher Marilyn Tanner, remembering her arrival last September in Hilo, Hawaii.

"The school population here is 30 percent Japanese and includes Koreans, Filipinos, Chinese, and Hawaiians," she explains. Tanner's middle school students in Ronan, Mont., had been two-thirds Caucasian, one-third American Indian.

Tanner has switched jobs for the current school year with Royal Gardner, history and social studies teacher at Waiakea High School. The two found out about each other through NEA's Teacher Exchange Computer Listing. They worked out their exchange through letters and phone calls.

Both teachers were somewhat apprehensive about the venture, once the decision had been made. Gardner admits, "Having taught the past 13 years in Hawaii, I had become accustomed to the subtle differences in the island schools. I wasn't sure what it would be like to teach again on the mainland."

Tanner reveals that when she walked into her classroom in Hilo she experienced the same insecurity she had once felt as a first-year teacher. Her school in Montana numbered 300 students; the student body at Waiakea High totals 1,500. In western Montana, Tanner's ethnic roots were similar to those of a majority of her students. In Hawaii, she is a member of a racial minority.

Getting used to the bureaucracy of a much larger school took some doing. "I found the paperwork awesome at first," Tanner says.

A 1969 graduate of the University of Montana, Tanner has been an NEA/Montana Education Association member throughout her 12 years of teaching. A girls' track team coach, she has also served as negotiator and secretary-treasurer for the Ronan-Pablo Education Association and represented her local at four MEA delegate assemblies.

Royal Gardner is a graduate of Brigham Young University and a former Peace Corps volunteer. Part of his Peace Corps training took place in Hilo, where he learned Malay and did some student teaching in one of the local schools.

Upon completion of his Peace Corps stint in Malaysia, he returned to his home state of Utah to teach for two years, then went back to Hawaii.

"Asian culture has always fascinated me," he says, "and I find in the island culture the unique blend of East and West that probably does not exist any other place on earth." Beneath the cultural diversity, he adds, are students with universally shared aspirations and problems.

Among the first NEA members to swap jobs through the Association's new teacher exchange program are Marilyn Tanner of Montana (right) and Royal Gardner of Hawaii (below), seen here in their new settings.

Gary Bagley of Maine (left) and Peter Vander Meer of California (below) say their temporary job exchange has brought them and their families a change of climate, a radically different life-style, and many new friends.

It took two years for the Gardner-Tanner exchange to materialize. When the first NEA computer listing of would-be job swappers came out, Tanner looked it over but did not find any match that appealed to her. So she waited for the next list, with more possibilities.

"I was really interested by this time," she remembers, "and when Royal called me late last March, after a long Montana winter, I was ready!"

Her Association colleagues in Ronan were supportive of her desire to swap jobs for a year, so she wrote a joint letter to her superintendent and school board, requesting permission for the exchange. They too proved supportive.

Gardner sent his credentials for consideration, along with the necessary forms for Tanner to fill out for Hawaii.

Both Tanner and Gardner are impressed with the teachers they have met in each other's school. "The teachers here are terrific," Tanner concludes, "and it's good to know there are extremely dedicated educators everywhere."

According to Gardner, "The 'spirit of aloha' is as alive and well among the Montana faculty and administration as it is in Hawaii." He is convinced that the Hawaii State Teachers Association motto, "Teachers Care," applies to Montana's teachers too.

Personally, Tanner is exulting in the year-round tropical climate where there are no discernible seasons. Gardner and his family have taken great pleasure in Montana's beautiful scenery and hospitality.

Both teachers are being paid by their home school districts—a pattern NEA advises for all job swappers. That way their benefits continue to accrue, and their jobs are protected.

Another exchange is under way this year between Gary Bagley of Maine and Peter Vander Meer of California. Vander Meer made the initial contact. He had been teaching math, reading, language arts, and physical education at the Fred Moiola School in Fountain Valley, Calif., and was ready for a change of scene.

This year he is teaching social studies at Winslow Junior High School in Winslow, Maine, while Gary Bagley teaches history and political science at Moiola.

In addition to swapping jobs, the Bagleys and the Vander Meers have exchanged homes for a year, trying out lifestyles very different from the ones they were used to. The two homes are in Norridgewock, Maine—population 2,500, and Huntington Beach, Calif.—population 250,000.

The Vander Meer children, ages 10 and 8, have now experienced their first snow and have learned firsthand about ice fishing. The Bagley children —9, 2, and 11 months—are basking in southern California sunshine and enjoying the wonders of the Pacific Ocean.

Principal Ned Powell reports that the teacher exchange has been extremely enriching for the 620 K-8 students in the Moiola School. "Gary has brought so much of himself to this school," Powell says. "He works with 7th and 8th graders, but he is helping everyone to understand and appreciate what it's like to live in a small town in Maine, far on the other side of the United States. This exchange has been so favorable that I will welcome any other exchange in my school."

Both Bagley and Vander Meer found that the paperwork involved in setting up the exchange sometimes became a bit tricky, but neither had any problems being accepted for temporary certification by the other state.

Bagley candidly admits that the exchange has affected his and his wife's personal life. "We both went on diets," he says, "and we've each lost weight. We don't even look the way we did when we left Maine."

He made a special effort to acquire new photos for this story that would picture him as he looks now. "My friends in Maine will be surprised," he predicts.

The concept of a national clearing-house to facilitate teacher job exchanges within the United States is unique to NEA. It was initiated three years ago at the direction of the Representative Assembly. The computer listing of interested teachers became a reality during the spring of 1980.

The two exchanges featured here were the first to be reported to NEA, although news of others is now coming in. Pamela Cote, a high school physical education instructor in Greely, Maine, has swapped jobs with Annette Fujii of Honokoa, Hawaii.

Two high school counselors, Barbara Noonan from Castine, Maine, and Roger Miyashiro of Del Mar, California, are all set for an exchange beginning next fall.

NEA Instruction and Professional Development Director Sharon Robinson sees year-long job swaps within the U.S. as "another option in continuing education—a new way for career teachers to broaden their horizons." ☐

Thinking about a swap?

Would you like to see a listing of NEA members with positions similar to yours who are interested in temporarily swapping jobs? Want to add your own name to the list? Write to Teacher Exchange, NEA-IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036, indicating your grade level and/or subject area. This exchange service is for NEA members only.

Back to the land

Cattails, willows, and marsh grasses frame a small pond in Billings, Montana. NEA member Charles Buck was instrumental in turning the Riverside Junior High School courtyard into a natural environment where students may study plants and wildlife native to the state.

BILLINGS, MONTANA—When Charles Buck, science teacher at Riverside Junior High, decided that his students needed a place to study Montana's flora and fauna in their natural habitat, he acted.

As a result, a portion of the school's courtyard has been turned back to nature—complete with trees, shrubs, grasses, and flowers native to Montana. A heated waterfall and pond help attract waterfowl all year round. Other courtyard residents include fish, turtles, frogs, toads, mallard ducks, ring teal, swallows, rabbits, and garter snakes.

"The project grew out of student and teacher interest in environmental reclamation and preservation," explains Buck, a member of the Billings Education Association. Students, teachers, and community members volunteered not only funds, but also their labor.

Over the next decade Buck plans to have his classes gradually fill in the rest of the courtyard with more native vegetation. Eventually, he hopes, chipmunks, flying squirrels, and small rodents will be able to survive there.

"The biggest drawback to this project is holding back the desire to do it all now instead of letting the students do the work over the next 10 years," says Buck. □

IN BRIEF

Attention, delegates to 1982 NEA convention

WASHINGTON, D.C.—NEA Travel Service is offering two special tours to Hawaii for delegates and their families attending the July 1-6 NEA annual meeting in Los Angeles.

The pre-convention tour (June 23-30) offers a week of sun and fun on Honolulu's Waikiki Beach for $295 per person. The post-convention tour (July 7-14) includes both Waikiki and the lush island of Maui for $419 per person.

Prices include double-occupancy hotel accommodations, sightseeing tours, and other services; airfares and most meals are not included. For full details and a reservation form, write to Hawaii Tours, NEA, Room 402E, 1201 Sixteenth Street, N.W., Washington, DC 20036. Space is limited, so delegates are urged to book early. □

Next time you're cleaning out your bookshelves...

ARROYO, P.R.—English language teaching materials—especially books—are badly needed by the Puerto Rico public library system upon which the schools depend.

Developmental readers, grammar texts, fiction, nonfiction, and reference books, as well as classical and folk music records, are necessary to furnish bare shelves here and elsewhere in the island's library system.

Materials should be sent to Libros Para Puerto Rico, Atención, Srta. Martinez-Ramos, Biblioteca Publica, Arroyo, Puerto Rico 00615. Puerto Rico, being part of the U.S. Postal Service, is eligible for the special low-cost book rate. □

NEA magazine explores impact of microcomputers

WASHINGTON, D.C.—The explosive growth of small computers is changing America. In the April-May issue of *Today's Education*, soon to be mailed to all NEA members, teachers can find out how microcomputers will change their professional lives.

Just what is a microcomputer, and what do its different parts do? How many students are already using computers in school? In what ways? Why haven't microcomputers come into schools as fast as they have into businesses and homes? How does one go about selecting the computer programs that are best for particular classes and purposes?

These and other questions NEA members around the country are asking will be answered in *Today's Education*'s special feature on "Microcomputers in the Classroom." Don't miss it. □

Do you teach foreign students?

WASHINGTON, D.C.—The National Association for Foreign Student Affairs (NAFSA) is collecting information about successful ways in which K-12 teachers have used their foreign students' experience.

NAFSA is also compiling a bibliography of helpful cross-cultural communication guides, multicultural teaching aids, and lesson plans on specific countries.

The organization would like to hear what teachers feel they need most in working with foreign students: Lesson plans? Samples of classroom conversation? Audiovisual aids?

If you would like to participate in this federally funded study, write to Linda Reed, K-12 Project Director, NAFSA, 1860 Nineteenth Street, N.W., Washington, DC 20009, or call (202) 462-4811. □

Teacher's guide to UN efforts available from NEA

NEW YORK CITY—NEA and the United Nations Association have cooperated to publish a booklet that teachers can use to acquaint students with the way international organizations function in the developing countries of Africa, Asia, and Latin America.

"Partnership in Meeting Basic Needs" uses the case study method to examine the efforts of the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Development Program (UNDP) in Kenya, Thailand, and Costa Rica.

Developed as a guide for teachers, the 48-page booklet lists questions and suggests a variety of classroom activities.

For a free copy, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Your Hertz discount is now 10 percent

WASHINGTON, D.C.—If you have used your NEA/Hertz Discount Plan identification card to rent a car recently, you may have been pleasantly surprised. Since January 1, NEA members' 7 percent discount off the Standard Unlimited Mileage (SUM) rate has been increased to 10 percent, making it even more economical for unified members to rent a car from the world's "number one" car rental agency.

NEA members now receive the highest discount Hertz offers to any organization. In addition, as of March 1, members are entitled to special "dollars-off" discounts on Hertz's Weekly and Monthly Economy Fare rates. The weekly discounts can be as much as $15, depending on the model of car rented. This makes Hertz competitive even with local discount car rental companies. As always, Hertz counter personnel will gladly assist you in figuring the best rate available *before* the car is rented.

Hertz is discontinuing its old time-and-mileage rate system. From now on, the agency will use only its SUM (Standard Unlimited Mileage) system, which is a flat rental charge with unlimited mileage. Simple to understand, SUM rates enable you to know beforehand *exactly* what your final charge will be. No more unpleasant surprises at the end of your vacation!

Unified Special Services is preparing new NEA/Hertz identification cards, which will be available from your state association shortly. Meanwhile, you can get the new discount simply by showing your current card. □

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"I'd love President Reagan to visit my classroom, to come into a school and see what's going on. I'd like him to talk to the parents of my students and let them tell him about the progress their children were making—before the budget cuts."

BUDGET BATTLE, ROUND TWO

coverage starts on page 3

Attention, retired members: See page 10

YOUR TURN

The teacher is still the catalyst for success

by Sarah D. Williams

Sarah D. Williams teaches remedial English at Monroe High School in Monroe, North Carolina. A 24-year teaching veteran, she is active in her local, district, and state associations. Past honors include being named Teacher of the Year by her students and Most Creative Teacher by her colleagues.

The teacher today is traumatized by the internal pressures of idealism at war with conflicting educational theories, indifferent students, competition with television, and pressures from the school administration to improve test scores, to reduce dropouts, and to inspire the "space cadet" who comes to class with his mind blown by drugs or alcohol.

Externally, the teacher is rocked by negative media coverage. Add physical assault, mainstreaming, inflation, budget cuts, accountability, threats of reduction in force, and you have one ghastly picture of the teacher's dilemma.

Many teachers have come to see themselves as casualties in a losing battle for learning and order. Nearly every time teachers get together, they seem compelled to exchange war stories and complaints, only to arrive at the same soul-numbing conclusion: teaching must be the most frustrating job this side of Hades.

It is easy to say, "Well, it's not my fault. I'm doing the best I can. After all, I have the child for only a short time each day. The rest of the time he or she is influenced by peers, family, the community, and television." True. But if these are the significant influences in the child's life, we will just have to learn to use them to achieve our end.

The teachers in America represent the greatest "brain bank" in the world. In spite of the problems in learning today, the teacher is still the catalyst for success in the classroom.

If you see education as a lifeboat that has been overloaded with program after program in an attempt to be everything to everyone, it is time to assume the power and authority of the captain at the helm and begin to bail like the devil. For starters:

▶ Develop support groups for teachers within your faculty or system. Shore each other up—emotionally, spiritually, and professionally.

▶ Help students help themselves by organizing peer tutoring and counseling. It works.

▶ Don't allow retired teachers to simply fold up their tents and ride off into the sunset. Use that wealth of knowledge and experience to organize and coordinate school/community programs.

▶ Involve parents to relieve teachers of some nonteaching responsibilities. These parents then become liaisons with the community.

▶ Appeal to the principal for a faculty advisory committee to meet regularly to assess problems. Shared responsibilities lead to smoother sailing for everyone.

▶ Involve members of significant agencies in your school program. Invite a board member or a county commissioner to "walk through" a day with you.

▶ Promote active membership and participation in your professional organizations. They are molding your future. Don't you want a voice?

▶ Make a point of knowing your legislative candidates and where they stand *before* the elections. Keep them posted about your concerns *after* they are in office.

▶ Appeal to the school board to seat a nonvoting teacher representative.

▶ Maintain high standards of professionalism in your classroom and demand the same from others.

If we don't assume command and steer this boat back on course, we shall continue to founder while various special interest groups use educational deficiencies as a club to beat us senseless.

I am tired of being pulled in so many directions, bombarded by so many demands. For too many years the most vital missing pieces have been those teachers who are willing to dig in and say, "Hey, now! I'm tired of your making mincemeat of my profession, my students, my life! My job is __________. My day consists of __________. My salary covers __________.

If you want that report in triplicate, you'll either have to get someone else to do it or wait until tomorrow because Timmy is struggling with his multiplication tables and needs my help and attention today. Especially today. You see, his parents have just separated, and he's feeling awfully insecure."

Let us not lose sight of why we are in this profession. Join the teacher who declared, "We teachers know there is a better way. Why don't we unite to achieve it?"

We can put the pieces together—together. We must. NOW. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

'Scarecrow'

It is extremely unfortunate that your editors chose to print "Scarecrow: A Field Study" (*guest editorial, Jan.-Feb.*) on a page opposite the article about the "Day of Conscience," because the editorial's effect is to weaken, not build, support for public education (and for NEA).

Mr. Bellante's "mistake in judgment" is usually called theft. His analogy is ridiculous. His school board's response is just, because a teacher (especially one who claims to encourage his students' "dreams and ideals") has a professional obligation to be a law-abiding model.

As a release for Mr. Bellante's anger, "Scarecrow" is fine; as an editorial to be widely read in the *NEA Reporter*, it is not.

Karen Jenkins
Fallbrook, California

Instead of bemoaning his plight in allegory, Rich Bellante should be happy that he was merely suspended for a semester. Neither the seemingly small dollar amount nor Bellante's contention that this was his first slip-up in six years diminishes the basic fact that he did something wrong.

Mari Corson
Voorhees, New Jersey

What a sad commentary of distorted values when a teacher's reputation and effectiveness can be so jeopardized—in a field where "humanness" is supposed to have top priority.

A. Allen Chapman
Pasadena, California

Teacher competency tests

I was dumbfounded by the selective vision exhibited in "A Closer Look at Teacher Competency Testing" (*Jan.-Feb.*).

Agreed, Paul Smith's situation is a horror story of incompetently administered competency testing. Agreed, there is no accurate instrument with which to measure a teacher's competency.

However, it is paramount that we advocate high standards for teachers. It is shocking to see illiterate writing and hear ungrammatical language from teachers. The solution is not to close "marginal [teacher training] programs." Some of these poorly educated teachers have managed to receive degrees from colleges reputed to be excellent.

We cannot condemn justifiable efforts to maintain high standards for teachers while simultaneously we base promotions, tracking, and achievement-level grouping of students on equally imperfect tests. My question about properly administered competency testing is: why not?

Deborah J. Horvitz
Brookline, Massachusetts

I applaud the effort to develop teacher competency testing instruments. These must, however, be rigorously standardized.

This development should result in tests which regularly exclude 10 percent of those taking them. Only the successful 90 percent should be allowed to teach.

The remaining 10 percent? As in the past, they will become administrators.

Daniel D. Schechter
Nutley, New Jersey

The position that teacher training institutions should be where "incompetency" is weeded out is well taken.

Unfortunately there are some "bad teachers" already in classrooms. Do we sacrifice their students?

And I am not so sure I would like to be treated by a doctor who "almost" passed his internship but had a creative approach to medicine and communicated well with patients.

Furthermore, anything that makes it more difficult to earn a teaching certificate will have the function of raising salaries for those who qualify.

Rod Smith
Oskaloosa, Kansas

Teacher family size

How can Sheldon E. Leonard (*Letters, Jan.-Feb.*) expect that the taxpayers should help him feed his nine children through school lunch benefits? When my husband and I planned the size of our family, we took into account our careers and estimated budgets and decided a small family was all we could afford. We did not expect then or now that the federal government was at all involved.

I am very proud to be a teacher and a supporter of the Reagan administration!

Betty Hopper
Montgomery, Alabama

NEA vs. AFT on El Salvador

I was impressed by the excellent report "Nightmare in El Salvador" in your December issue. I am a teacher and researcher of Latin American development at the State University of New York. The position of the NEA Representative Assembly on El Salvador is in accord with the stand taken by most progressive and democratic trade unions and civic associations throughout Western Europe, Latin America, and Canada.

In contrast, the Shanker-controlled American Federation of Teachers (which unfortunately is the union at our University) has consistently supported the murderous Duarte regime in El Salvador and the so-called "land reform" imposed by terror and death squads. The AFT went so far as to hold a luncheon honoring the representatives of the totalitarian regime at a recent convention.

James Petras
Binghamton, New York

NEA REPORTER

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WILL SCHOOLS GET AX...AGAIN?

"If the budget cuts continue, I see a lot of kids not getting the attention they deserve . . ."

The words of Joyce Benge, a special ed teacher at Coulston Elementary in Shelbyville, Indiana, echo the frustrations of NEA members all around the country. The Reagan Administration's second-year budget proposals raise the grim prospect of still deeper cuts in education programs.

It's clear now that the Administration is out to virtually eliminate federal support for public education. But with most state and local governments financially strapped, who's going to pick up the slack?

If Congress approves the new federal budget submitted by the Administration in early February, the result will be nothing less than disaster for American education at all levels.

President Reagan is calling for a new round of deep cuts in federal aid programs already slashed by his first budget. The Administration hopes to win passage of these new cuts this summer—before educators, students, and parents have felt the full pain of last year's budget ax. Because most education programs are funded a year in advance, the real drop in federal dollars under the current (fiscal year 1982) budget will not be apparent until this coming fall.

The fiscal 1983 budget proposals now being hotly debated in Congress include new cuts averaging 25 percent for compensatory education (Title I), impact aid, block grants, vocational and adult education, aid for education of the handicapped, college student grants and loans, Indian education, and many other popular programs.

In all, the Administration wants to slash more than $3 billion from education in fiscal year 1983, which begins October 1, 1982. The cuts in compensatory reading and math programs alone could translate into layoffs for as many as 73,000 full-time teachers and aides.

The proposed education cuts are part of a general raid on domestic spending that would also lop billions of dollars from medicaid, food stamps, and welfare.

In another move clearly symbolic of the effort to diminish if not eliminate the federal role in education, the Administration has drawn up its budget documents as if Congress had already dismantled the two-year-old U.S. Education Department.

As reflected in the budget proposal, the Reagan plan is to terminate many ED programs outright, disperse others to different federal agencies, shrink still others before combining them into block grants and turning them over to the states, and leave the remainder to be administered by a stripped-down, virtually powerless new "Foundation for Education Assistance," which would be accountable only to the President, not to Congress.

ED's Office for Civil Rights would be abolished, shattering the longstanding federal commitment to equal educational opportunity. The new foundation would have no power to investigate complaints or to make schools or colleges comply with antidiscrimination laws.

NEA and allied national organizations in the Committee for Full Funding—and in coalitions to save the Education Department, Title I, urban education, handicapped education, and other programs—are pulling out all the stops to dissuade Congress from going along with the Administration's proposals this year.

The crisis has brought together as never before groups representing higher education, K-12, school boards, administrators, teachers, parents, and other constituencies, uniting the entire education community in the struggle against a common threat.

One key NEA strategy is a nationwide letter/postcard/telegram campaign to let members of Congress gauge grassroots opposition to education's unfairly large share of the new budget cuts. "Congressional contact teams" of Association activists in each congressional district are making phone calls and personal visits—including trips to Capitol Hill in many cases—to urge their representatives to resist the Administration's attempts to undo years of educational progress.

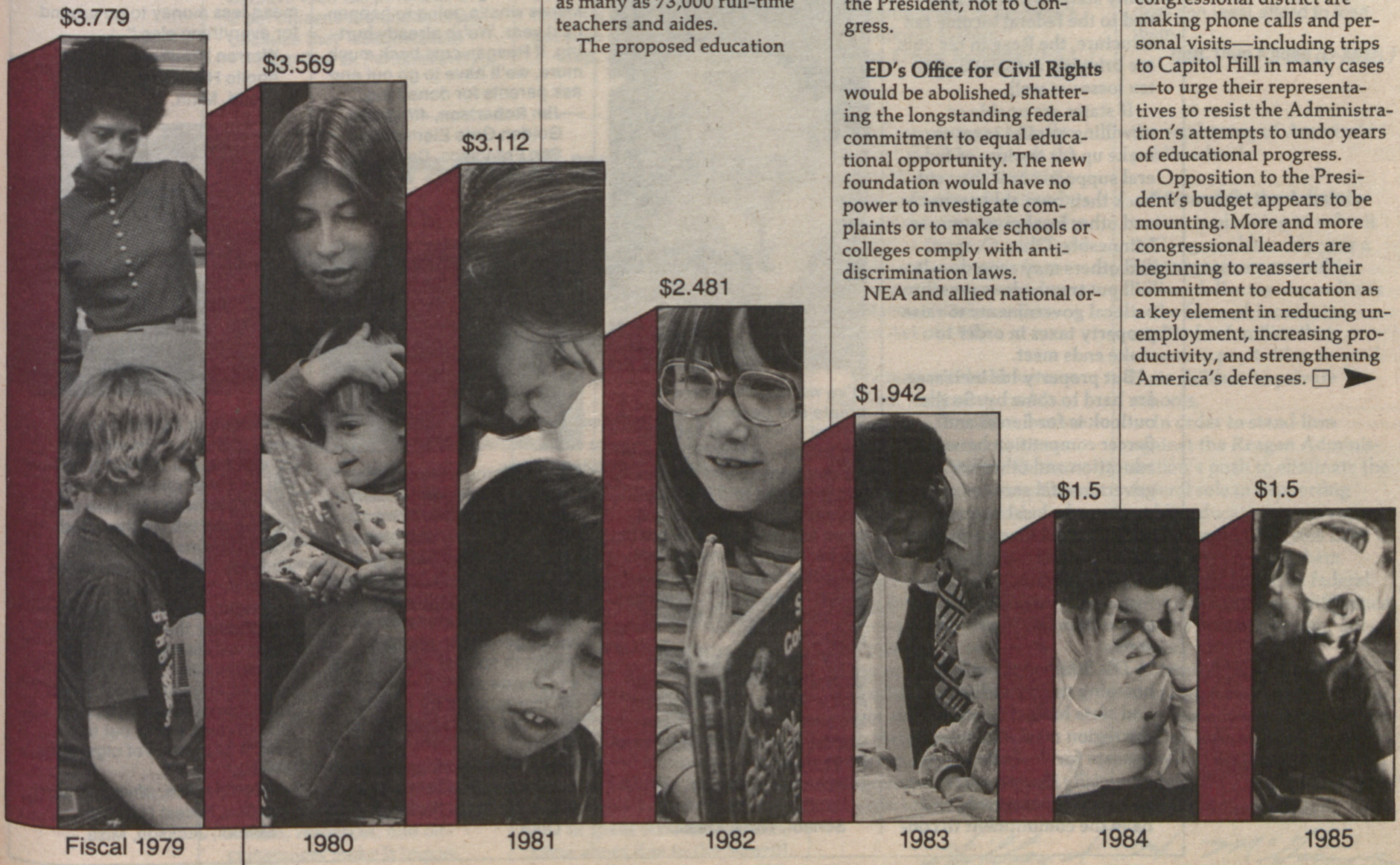
Opposition to the President's budget appears to be mounting. More and more congressional leaders are beginning to reassert their commitment to education as a key element in reducing unemployment, increasing productivity, and strengthening America's defenses. □ ➤

Declining federal dollars

in billions

Source: Office of Management and Budget estimates

The figures here are for the largest single federal education program: Title I (education of disadvantaged students, now chapter 1 of the education block grant law passed last summer). The Reagan Administration is proposing similar sharp drops in funding for most other forms of federal aid to schools.



"... I don't see how the states can pick up the tab ...

Many state, local budgets already stretched thin

The recession that is straining family finances has put the squeeze on state and local government budgets as well. It seems unlikely that many of them will be able to make up the school dollars lost if Congress approves a new round of cuts in federal education programs—or turns the programs over to the states without adequate funding to cover the costs.

A majority of states are projecting budget deficits in the current year—or at best a surplus of 1½ percent or less. The big reason, of course, is the economic downturn, which is causing revenues to fall far short of expectations in state after state.

Recent tax decisions have also eroded state and local revenue bases. Colorado, for example, reduced tax rates and instituted tax rebates back when the state was running surpluses. Those days are gone, and now the revenue is sorely missed. In the many states with tax rates tied to the federal income tax structure, the Reagan tax cuts are bringing automatic state tax losses as well.

If states are unable or unwilling to raise taxes to make up for the loss of federal support—or if they cut back their own aid to schools and other local programs, as Minnesota, Ohio, Oregon, and others may soon do—it will put tremendous pressure on local governments to raise property taxes in order to make ends meet.

But property tax increases are hard to come by. So the outlook is for fiercer and fiercer competition between education and other basic governmental services over ever scarcer local revenues.

The school finance picture varies considerably from region to region, with the "sunbelt" generally in better shape than the "frostbelt" states.

The **Southwest,** with its booming energy industry and state budget surpluses, is the region most able to compensate for the federal cuts *financially.* But whether state and local governments will have the commitment to continue serving bilingual, disadvantaged, and other costly school populations should federal programs disappear is another matter.

In parts of the lumber-dependent **Pacific Northwest,** the recession has become an outright depression, due to the slump of new housing construction nationwide.

Because they depend on durable goods and related industries, Michigan, Ohio, Indiana, Wisconsin, New York, and other states in the **Great Lakes** region have been especially hard hit by the recession. High unemployment is both reducing revenues from income and sales taxes and putting heavy new demands on state budgets in the form of unemployment compensation. □

New England

"I've worked five years to create and develop my school's individualized learning center—a resource room for emotionally and physically handicapped and learning-disabled students. This program has already been cut to the bare bones, and it's just not going to be there much longer, between Proposition 2½ and the loss of federal support.

"When a good program goes down the tubes, it's the *kids* who bear the brunt of it. We seem to be going backwards, to the way things were 50 years ago."

—Rosanne K. Bacon, *special education,* Ware High School, Ware, Mass.

Pacific Coast

"My biggest budget problem is lack of materials. We can't get simple basic things like pencils, paper, or erasers. My English books date back to when I was in school! And there are never *enough* books. When new kids are added to my class they have to share, which isn't good. No one knows what's going to happen next year. We're already hurting. If Reagan cuts back much more, we'll have to go out and ask parents for donations."

—Jim Robertson, *4th grade,* Golden Gate Elementary, San Francisco, Calif.

Great Lakes

"Our air force base is gone, and so is the federal impact aid our district had come to rely on. We'll be losing some of our special ed funding, and the standards will be tightened so fewer kids qualify. Some of my worst math students were just beginning to improve, thanks to special tutoring and a resource room. They won't get that now. I'll try to help them, but my classes will be bigger."

—Ann Eblin, *history and math,* Hamilton Township Middle School, Franklin County, Ohio

Upper Midwest

"Minnesota has had an excellent education program for years, which is now eroding thanks to voodoo economics. Our governor ran on a pledge to index the state income tax so as to stop "bracket creep" due to inflation. But indexing combined with the economic downturn has caused an $800 million state budget shortfall. My school board is looking at cuts of from $1 million to $4 million next year.

"We've never gotten more than a small amount of federal money here. But if our district budget starts having to stretch to cover special ed and the other programs that have been federally funded, that will mean less money to go around for everything else."

—Warren Bradbury, *English,* Apollo High School, St. Cloud, Minn.

Deep South

"Teachers in Jackson are worried that our Emergency School Aid Act (ESAA) funds will be cut or eliminated and our district won't be able to pick up the tab for these federal programs that benefit students. The legislature tells us the state budget is also very tight, and they're wondering whether they can afford a 3 percent statewide teacher salary increase. With Mississippi salaries at the bottom of the national totem pole, that kind of raise works out to a couple of cartons of cigarettes a week."

—Alice Harden, *physical education,* Forest Hill High School, Jackson, Miss.

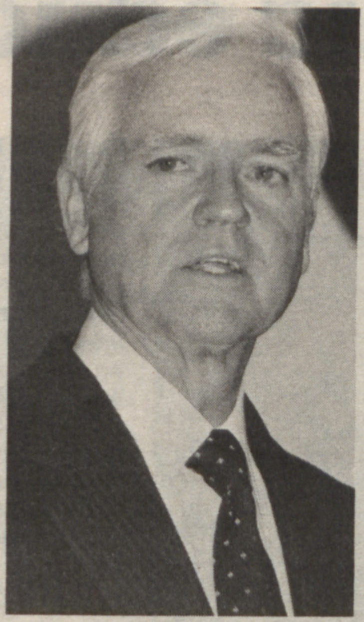
. . . for all the school aid programs the President wants to shift out of the federal government."

Education and the national interest

As the Reagan Administration's plan to "get the federal government out of the education business" becomes clearer, members of Congress from both parties are beginning to speak up in opposition. The U.S. government has a legitimate interest, they point out, in helping to develop the productive, educated citizens upon whom the nation's economic future depends.

"Federal education programs seek to meet needs that state and local educational agencies are unable to meet with their own funds. To say that these programs should be drastically cut back or turned over to the states is tantamount to saying it is not a national concern if our schoolchildren are poorly educated or undernourished, if our poor or handicapped students are not helped to achieve their full potential, or if our citizens are unemployed because they lack job skills."
Rep. Carl D. Perkins *(D-Ky.)*

"Education is at the heart of all efforts to build a strong economy, a strong nation, and a productive people. As such, this enterprise deserves the fullest commitment of our national resources. This prescribes a federal role in support of education—a role that must not be diminished merely because times are tough."
Rep. James Leach *(R-Iowa)*



"As a parent, a citizen, and an office holder, I have always believed that public education is the best investment a nation can make. It develops a diversity, a competitiveness, and a competence that is nowhere else available. Our public schools are run by 16,000 local school boards, and theirs has always been the fundamental role. Those who pose the straw man of a public education monopoly have not travelled this land and breathed the diversity and the vitality of 107,272 public schools. The public school teaches the American way as no other school can teach it. There is no substitute. Our public schools are and must remain the cornerstone of America's educational system."
Sen. Ernest Hollings *(D-S.C.)*

"It is in our national interest both in terms of economic prosperity and national security that the federal government make an investment in education. It represents a national commitment needed to develop the human capability so essential to the future strength of our country."
Rep. Carl Pursell *(R-Mich.)*

"The complete elimination of any federal role in education, if it is accomplished, will come at the cost of proven, valuable education programs at a time when our nation's schoolchildren can least afford to lose them."
Rep. Dale Kildee *(D-Mich.)*

A personal message from NEA President Willard McGuire

The Constitution of the United States and the lessons of history spell out the federal government's role in American affairs quite clearly. Whenever a matter crosses state lines, it creates concerns and needs that the individual states cannot easily or equitably handle.

This has long been true for interstate commerce—and is equally true for education. America's public schools are a local function and a state responsibility, but they are also an important federal concern. Variations in state wealth, resources, and circumstances make it impossible for all students to have access to equal educational opportunity without aid and support from the national level.

To argue, as the Reagan Administration does, that the federal government should stay out of educational matters is to ignore our nation's entire history. Public education came about largely because of the Northwest Ordinance of 1787 and other statutes in which Congress required the territories and states to set aside land for public schools.

The great state universities came about due to the Morrill Land Grant Act of 1862, the vocational schools due to the Smith-Hughes Act of 1917, access to higher education by average Americans due to the G.I. Bill of Rights after World War II, and our nation's recent scientific advances due to the National Defense Education Act of 1958.

We may withhold for now our final judgments on Mr. Reagan as a President, but we must not fail to speak out on the education proposals coming from his Administration.

Clearly the proposals to demote education from cabinet rank to a "foundation," to disperse major school aid programs into other federal agencies where they will have low priority, to terminate many programs outright and fold others into block grants whose use will be left up to each state, and to further slash funding for the five big programs that remain—all this can have only one result: the weakening of America's public schools.

Meanwhile the Administration is planning to submit to Congress later this year a bill to create a new multi-billion-dollar tax expenditure in the form of income tax credits for families that choose to pay tuition to send their children to private schools.

In order to stand firm against the Reagan Administration's push to eliminate the federal role in supporting public education, your representatives in Congress need to hear from you. Let them know how a specific federal program has made a difference in *your* school, for *your* students.

Remind them that now more than ever the federal effort must continue if America is to maintain one of the keystones of national prosperity: high-quality, tuition-free, universal public education.

Willard H. McGuire

NATIONAL DAY OF CONSCIENCE
launches year-long crusade for public education

Pearland (Texas) Mayor Tom Reid, an amateur paleontologist, teaches an earth science class at Pearland Intermediate School as part of a "celebrity teach-in" calling attention to the National Day of Conscience for Public Education.

"Today's Children—Tomorrow's Future" is the theme of a National Day of Conscience montage created by Cohasset (Mass.) High School teacher Joan Robbins' 8th grade American Studies class. Robbins (in white sweater) and her students also duplicated the Day of Conscience logo, made it into colorful paper "buttons," and gave one to every teacher in the school to wear.

"Liberty and justice for all . . . impossible without public education. Think about it." That's the message Texans have been getting in recent weeks via a 30-second TV spot produced by the Texas State Teachers Association as part of its wide-ranging National Day of Conscience efforts.

Across the country, NEA members and affiliates made a cold January Sunday a "day of awakening" for a nationwide drive to preserve and defend America's tradition of tuition-free public schools.

January 17, designated a "National Day of Conscience for Public Education," was a day of news conferences, talk show appearances, speeches, marches, and quiet reflection. The occasion received major media coverage in some states. Among the hundreds of state and local activities reported:

In **Texas**, local Associations persuaded mayors to proclaim the day as an official community observance . . . Associations in **Hawaii** and many other states used paid ads in daily and weekly newspapers to get the pro-public education message across . . . the **Washington** Education Association bought advertising space on the sides of transit buses in the state's most populous counties . . . the NEA affiliate in **Pinellas County, Fla.,** prepared National Day of Conscience flyers for church bulletins . . . clergy in **Hawaii** and **Texas** delivered sermons commenting on the importance of public schools to the American way of life.

The timing of the National Day of Conscience coincided with the opening of many legislative sessions. Teachers in **Idaho, Missouri,** and other states staged massive lobbying blitzes at their state capitols . . . local Associations such as **Nevada's Clark County** CTA brought state legislators into the classroom on Monday, January 18, as "Teachers for a Day."

Persuasive arguments by Association leaders on a **Fairhaven, Mass.,** radio talk show led the formerly anti-public school host of the show to change his opinions about public education and educators. . . The **Maine** Teachers Association honored public school alumni. . . . On the Friday before the Day of Conscience, the **Utah** Education Association publicized the Day by putting virtually every teacher in the state into a T-shirt proclaiming "I Care About Public Schools."

As we go to press, entries in the National Day of Conscience student poster contest continue to pour in from NEA local affiliates coast to coast. The winner will be announced in March. □

NEA-PAC: education's defense fund

NEA-PAC

Tens of thousands of NEA members have already contributed to the drive to build up NEA's political action arm (NEA-PAC) for this November's critical congressional elections.

Whatever your political party or preference, under federal election laws NEA-PAC is the *only* way you can pool your political contributions with those of your colleagues to help pro-education candidates for Congress—from your own state or nationwide.

NEA-PAC's current goal is to provide financial backing to every congressional candidate who earns an endorsement this year. NEA-PAC endorsements are passed on the recommendations—and require the concurrence—of the appropriate state Association body.

The NEA Representative Assembly has set $10 as the recommended annual NEA-PAC contribution per member. Contributions may be made directly to NEA-PAC, 1201 Sixteenth Street, N.W., Washington, DC 20036. In many areas members may choose to contribute through convenient payroll deductions.

Political contributions qualify for federal income tax credits—and in some states for state tax credits or deductions. You may take 50 percent of your contribution to NEA-PAC off the taxes you owe the federal government, up to a maximum credit of $50 for an individual return and $100 for a joint return.

Please note

The National Education Association Political Action Committee (NEA-PAC) collects contributions from Association members and uses these contributions to help elect friends of education to federal office. Contributions to NEA-PAC are, of course, voluntary and are not a condition of membership in NEA or any of its affiliates. While NEA recommends an annual contribution of $10 to NEA-PAC, this is only a suggestion. A member may contribute more or less than the suggested amount or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in NEA and its affiliates in any way. □

Political action fund drives keep the momentum building

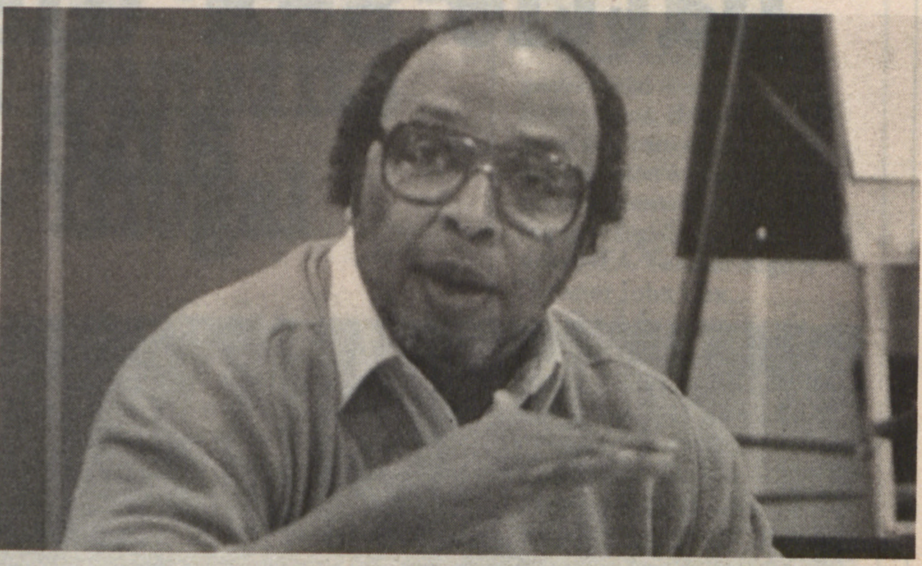
...in Washington State

FEDERAL WAY—Dividing NEA-PAC's national 1982 fundraising goal of $2,000,000 proportionally based on number of members per state, each state's "fair share" can be projected.

The Washington Education Association's proportional share is about $50,000, but its contribution so far stands at $61,000, and WEA is shooting for $90,000. "That would be enough to fund each of our nine congressional races to the $10,000 legal limit should NEA-PAC decide to do so," explains WEA President Reese Lindquist. "We want to be sure we carry our own weight."

Expressing the strong pride that WEA members take in their Association, some 20 affiliates have each contributed more than $1,000 to NEA-PAC; 12 have topped the $1,500 mark. Leading all other locals, regardless of size, is 480-member North Thurston, where 59 percent of the membership has contributed a total of $3,200.

As we go to press one other NEA state affiliate is also well ahead of the rest in meeting its proportional goals: Hawaii (fair share $12,270; contributions and authorizations so far, $17,000). Nevada, with NEA-PAC authorizations already past the $6,600 mark, is also closing in on its goal of $7,735.



Under the leadership of President Eddie Butler, Jr., the 800-member Vancouver Education Association collected an average of $12 per contributor in this fall's NEA-PAC drive, for a total 780 percent over last year's.

...in Indiana

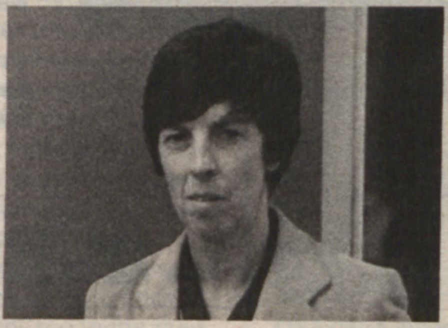
INDIANAPOLIS—"You can't hope to achieve success by lobbying alone. You also need to help elect legislators and members of Congress who really care about public education," says Yorktown teacher Kerry Turner. "And effective help includes campaign contributions."

Concerned about the growing threats to the survival of key public school programs, she set out to organize an intensive drive in her local Association to raise funds for both the Indiana Political Action Committee for Education (I-PACE) and the NEA Political Action Committee (NEA-PAC).

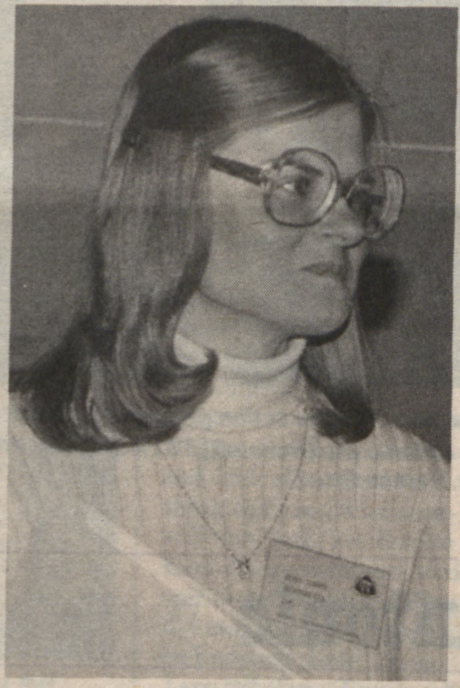
The drive has been highly successful, winning contributions from every one of the Yorktown Classroom Teachers Association's 89 members.

Many locals in the Hoosier state have year-long I-PACE/NEA-PAC fund drives—such as the one in New Warrick County. New Warrick legislative chair Katherine Startin explains, "Many of us view contributing to our political action committees as more than just a good idea. It has become tantamount to *survival*."

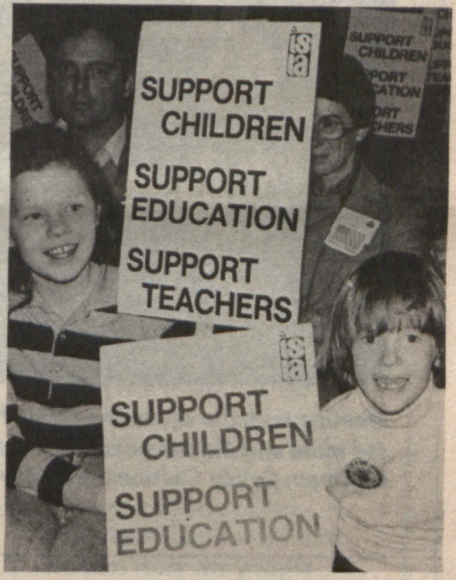
The New Warrick Education Association has 415 members. This year's campaign has raised $3,500 so far in cash and payroll deductions.



"We need pro-education people in the legislature and in Congress," says Katherine Startin of New Warrick County, Indiana. "The state and national Association PACs are our vehicles for helping to elect them."



"Indiana teachers are getting behind our spring I-PACE/NEA-PAC fundraising drive as a way to do something about the growing threats to the survival of public education," says Yorktown, Ind., teacher Kerry Turner.



Children of Indiana teachers make their sentiments known at evening rally after a day of intensive teacher lobbying at the statehouse in Indianapolis. Capping the rally was a candlelight march for education. Over 1,300 Association members and supporters filed past the governor's office, where they left calling cards urging adequate funds for schools.

...in Alabama

MONTGOMERY—Local governments' share of public education costs in Alabama is very small. About 75 percent of the total funding comes from the state; federal sources have made up most of the rest.

Federal and state budget cutbacks therefore threaten to have an unusually harsh impact here—giving a special urgency to the Alabama Education Association's 1982 political action campaign.

Peggy McDanal, who heads AEA's Educational Support Personnel Organization, voices the feelings of the Association's growing ESPO membership: "We're just beginning to get our feet wet in finding out the importance of political involvement for support personnel. We've learned the hard way how critical it is that we do our part to make a difference in congressional as well as state legislative races."

AEA Postsecondary Division President Callie Waldrop concurs: "Just as we wouldn't think much of ourselves if we said nothing while the schools' and postsecondary institutions' curricula were ripped to shreds, so we can't sit silent while their funding level is destroyed."

Some 3,300 political action kits have been distributed to Association volunteers throughout Alabama. The goal is to canvass every single K-12, postsecondary, and educational support member in the state. The week of February 22 was designated A-VOTE/NEA-PAC week; the fundraising campaign will climax during the AEA convention in early March. □

Alabama Education Association members look over items for sale at political fundraising bazaar during recent AEA Delegate Assembly in Mobile. Local associations across the state donated items for the bazaar; proceeds went to A-VOTE/NEA-PAC.

Texas teachers battle sex discrimination — and win!

Meeting with the press to explain how recent class action grievance brought an end to unequal compensation for male and female coaches in San Antonio are (from left) TSTA attorney Phil Hardberger and coaches Vicki Hallman, Cyndy Gardner, and Mayra Hernandez.

Denied an assistant principalship in 1977 because of her sex, Diane Garza went to court with Association backing and recently won more than $9,000 in damages.

...in San Antonio

"I see the grievance here as a precedent-setting case, and one that will bring changes throughout the state," says Phil Hardberger, the Texas State Teachers Association (TSTA) attorney who represented 75 female San Antonio coaches in their struggle for equity.

Male high school coaches had been receiving $1,110 a year more than female coaches under the district's salary schedule. Male coaches at the middle school level were paid $200 more than their female counterparts.

"We knew we couldn't get anywhere individually, because we had tried," recalls high school coach Vicki Hallman.

The San Antonio Teachers Council (SATC), the TSTA/NEA affiliate here, called a general meeting of all female coaches in the district, received 32 sex discrimination complaints, and filed a grievance.

"I was afraid to file the grievance," says Hallman, "but I believed in it enough to do it. I felt I was exerting as much effort as the male coaches."

The school district attorney denied the grievance. SATC appealed and the school superintendent agreed to hold a hearing.

John Cowey, a former coach, read about the case in the newspaper and volunteered to testify. He said that he had coached female athletics only, but was paid on the male salary schedule.

After the hearings, the superintendent recommended a new supplementary pay schedule. This schedule assigns relative weight to each sport according to length of season, general skills taught, contact hours with athletes, and hours required for extra scheduled activities.

Most coaches, male and female, received increases under the new schedule; no one's pay was cut.

"We now know that as long as we follow the grievance procedure and work together through a strong local association like SATC, we will be listened to," says coach Teresa Garces. □

...in Brownsville

Diane Garza turned to the Texas State Teachers Association after she applied for the assistant principal slot at the elementary school where she was teaching, only to be told by the principal that he preferred a man for the job.

A man was hired, even though Garza had more graduate hours and was equally qualified. With TSTA/NEA support, she filed suit in federal district court charging sex discrimination.

In court, the principal testified that he knew the two candidates were equally qualified but had selected the man as "a matter of judgment."

Federal Judge George Kazen ruled that the principal "had determined in advance that he wished to hire only a man for this position, and therefore paid little or no attention to [Garza's] background and qualifications."

A principal has the right to use his discretion in choosing between equally qualified candidates, noted the judge, but not when that decision is based on unlawful criteria.

Garza, now an assistant principal at a high school in San Benito, was awarded more than $3,300 in back pay plus $6,000 in legal damages to cover "mental anguish, humiliation and travel expenses caused by the deprivation of her constitutional rights." The decision is currently under appeal. □

NEA opposes new legislation

Subsidizing segregation through tax benefits is already illegal

WASHINGTON, D.C.—NEA has joined with the Leadership Conference on Civil Rights in arguing that federal laws now on the books prohibit tax breaks for private schools which discriminate on the basis of race, and that no new legislation is needed.

NEA and its allies oppose the Reagan Administration's decision to throw the question back to Congress instead of enforcing the laws that already exist—notably Title VI of the Civil Rights Act of 1964, which prohibits racial discrimination in federally assisted programs.

The U.S. Supreme Court has upheld Title VI's application to private school tax exemptions, ruling that tax breaks are indeed a form of federal assistance.

But early this year the Internal Revenue Service announced it was reversing its policy of denying tax exemptions to racially discriminatory private schools—a policy dating from the Nixon years.

At the same time the IRS revoked its policy, the Justice Department asked the Supreme Court to throw out lower court rulings denying tax exemptions to two schools that are seeking them—Bob Jones University in Greenville, S.C., and Goldsboro Christian School in Goldsboro, N.C. Both institutions have previously been described by the U.S. government as "blatantly discriminatory."

Appearing surprised at the degree of public outrage the IRS and Justice Department actions produced, President Reagan quickly declared his own personal opposition to racial discrimination—and then, in a startling about-face, sent Congress a new bill specifically prohibiting tax exemptions for racially discriminatory private schools.

However, pending Supreme Court or congressional action, the Administration apparently still plans to grant Bob Jones University and Goldsboro Christian School their exemptions—subsidies for which taxpayers must foot the bill. Tax exemption, beyond meaning that a school itself pays no taxes, makes all individual contributions to the school tax-deductible.

"If Mr. Reagan truly opposes racial discrimination, as he claims, then he should have just cancelled his Administration's tax policy reversal, instead of proposing new legislation," asserts NEA Teacher Rights Director John Cox.

"The Administration's new bill creates a smokescreen," adds Linda Tarr-Whelan, NEA Government Relations director. "NEA is not supporting this legislation, because it's unnecessary. We don't want to open a Pandora's box by requiring Congress to pass new laws to cover every administrative ruling based on judicial interpretation of an earlier bill's legislative history and intent." □

ERA: fighting the good fight in Oklahoma

OKLAHOMA CITY—State Senator E. Melvin Porter's respect for the dedication of ERA supporters "went up one million percent" after he was called off a Florida-bound plane just before takeoff on the day of the crucial ERA ratification vote in January. Porter, who backs ERA, had thought the vote was scheduled for another day.

After Porter returned to the capitol, Frances Hawkins, a teacher at Jackson Middle School here and one of the instigators of the phone call, virtually camped out in his reception room, keeping him informed of the bill's legislative progress.

"I was afraid to leave my office for fear I might miss the vote," recalls Porter. He cast his vote for ERA, but it wasn't enough; the ratification bill was defeated in the Oklahoma senate 27 to 21 and failed again upon reconsideration.

ERA supporters were disappointed, but not devastated. "I've never seen people work like they did in Oklahoma," comments NEA Government Relations Director Linda Tarr-Whelan, who was on the scene. "Teachers provided the base for the OK-ERA Coalition, and they pulled out all the stops."

Town by town, teachers, political activists, minorities, unionists, businesspeople, and members of community organizations had pooled their efforts, meeting with legislators in their districts on weekends.

One hundred Oklahoma Education Association (OEA/NEA) members had taken leave to flock to the capitol and lobby their legislators.

One of those teachers, Pat Smith, took six weeks off to work for passage of ERA, so strongly does she believe in its purpose.

"Working for ERA has taken me away from both my son and my classroom, but I can't afford to wait for either my son or my students to grow up before I work for an America that includes women in the Constitution," she explains.

Some 1,200 Oklahoma teachers turned out for OEA's "legislative hoedown," where former U.S. Vice-President Walter Mondale called the Amendment a "moderate but indispensable measure that will help ensure equal justice." Mondale personally buttonholed state legislators, urging them to vote for ERA. America has "a history of opening doors, not closing them," he noted.

OEA/NEA member Pat Smith took six weeks off this winter to work for ERA ratification in Oklahoma. A high school English and Latin teacher in Moore, Smith also serves as western states coordinator for the NEA Women's Caucus.

Thousands of handwritten letters on special stationery provided by OEA appeared in legislators' mailboxes. The letterhead pleaded, "Give children the gift of their life."

Governor George Nigh and the leaders of the legislature were committed to ERA's passage. "Senate President Marvin York put his leadership on the line on this issue," says NEA's Tarr-Whelan. "He was willing to stand up and be counted for equal rights."

Association members and their allies did everything right in Oklahoma; still they lost. Yet despite their disappointment, their spirits remain high. "They did everything that could be humanly done," says Tarr-Whelan. "People who had never worked together before built a strong coalition around the rights of women, an issue which will be with us for a long time."

Meanwhile, in January, the U.S. Supreme Court "stayed" a December district court ruling from Idaho, postponing any review of that decision until after June 30—the deadline for ERA ratification.

If ERA is ratified, the Supreme Court will then decide whether to uphold or overturn Idaho federal district court judge Marion Callister's opinion that Congress acted unconstitutionally in extending the ratification deadline from 1979 to 1982 and that states may rescind their ratifications.

The high court's action is an unusual one. "With the Supreme Court's decision not to decide, we have been given a grace period," says NEA's Tarr-Whelan. "We will continue our efforts to convince state legislators that women truly are people and belong in the U.S. Constitution just as much as men. We're coming down the homestretch, and we're not giving up!"

The last state to ratify ERA was Indiana in 1977. Opposition to ERA has killed recent ratification attempts in Georgia, Virginia, and Missouri, as well as in Oklahoma. Through the NEA/ERA Project, NEA and its state affiliates have also targeted the legislatures in Florida, Illinois, and North Carolina for pro-ERA activity this spring.

If you would like to contribute to the NEA/ERA Fund, which is aiding ratification efforts until the last possible moment, please send your check to NEA/ERA Fund, NEA Center, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

RETIREMENT ROUNDUP

Need legal advice? NEA Attorney Referral makes it affordable

WASHINGTON, D.C.— Have you written your will yet? Do you and your neighbor dispute your boundary lines? Has your spouse just sued you for divorce? Did you buy a defective television set that the store refuses to take back?

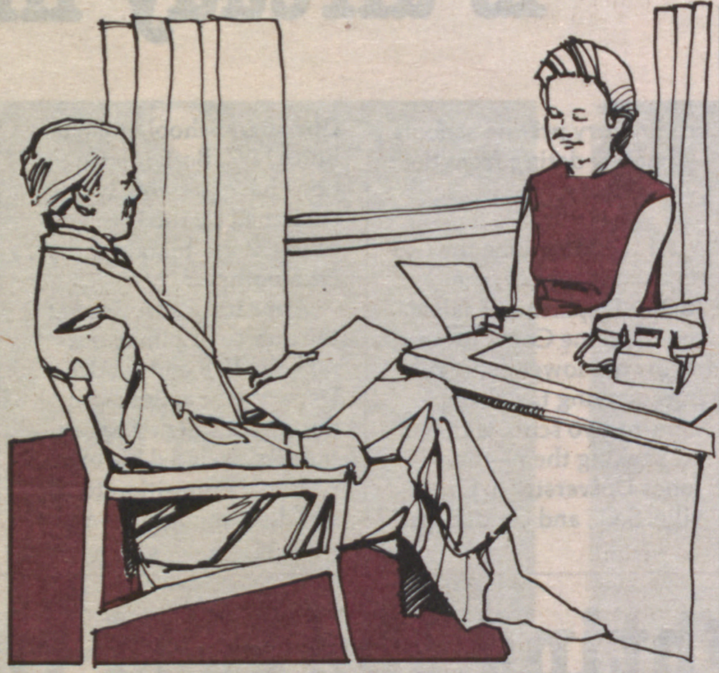
If you are an NEA retired member in the District of Columbia or any of the 32 states participating in NEA's Attorney Referral Program, you can get legal help on these and other matters at a 30 percent discount.

In addition, you are entitled to two *free* 30-minute legal consultations each program year (September 1 to August 31). Members of your immediate family are also eligible for discounted legal services.

The program provides a roster of attorneys throughout each state who will help you with legal problems involving wills and estates, domestic relations, real estate, consumer protection, and most traffic violations.

NEA members who have used the program rate the quality of legal services as "good" or "very good" by over 90 percent in a recent survey. Most say they plan to use the program attorney's services again in the future.

For more information, including a list of lawyers participating in your state's Attorney Referral Program, contact your UniServ office or state association, or write to NEA Legal Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. □



States participating in NEA Attorney Referral Program

Alabama	Kansas	North Dakota
Alaska	Kentucky	Ohio
Arizona	Maryland	Oklahoma
Arkansas	Minnesota	Pennsylvania
Colorado	Mississippi	Rhode Island
Delaware	Missouri	South Carolina
District of Columbia	Montana	South Dakota
Florida	Nevada	Texas
Georgia	New Hampshire	Virginia
Idaho	New Jersey	Washington
Indiana	New York (and New York City)	Wisconsin

Reagan Administration's Medicare cuts may affect your health—and your wallet

WASHINGTON, D.C.— If you are a retired teacher who receives Social Security benefits, you may have to start paying more of your own medical bills.

The federal budget dispatched to Congress last month by the Reagan Administration proposes cutting some $2.5 billion in Medicare costs starting this August. Some 26 million older Americans (and 3 million disabled persons) may have to pay the difference or go without medical care.

If Congress agrees, Medicare patients will be charged more. Part of the burden will also be shifted to hospitals, private employers, and state governments—who will in turn raise their costs, reduce their services, or both.

"As medical advances continue to lengthen our lives, it would be ironic if older Americans were unable to afford to visit the doctor," says NEA President Willard McGuire. "We oppose making children, the poor, and the elderly the scapegoats in this year's attempt to balance the budget," he adds. "Instead, America should be increasing productivity and national revenues by educating and training our youth for jobs, and protecting those who have already worked most of their lives."

If you object to Medicare cuts in the Reagan Administration's budget, call, telegraph, or write your senator and congressional representative. These are some of the Medicare price increases that could cost you money:

► Reducing Medicare benefits to hospitals by 2 percent across the board. You would pick up the difference.

► Cutting the proposed increase in doctors' Medicare fees from 8 to 5 percent. You would pay your doctor's higher fees.

► Tying the Supplemental Medical Insurance deductible to the Consumer Price Index. The current $75 deductible for doctor's visits under SMI would rise as prices go up.

► Reducing Medicare reimbursement for radiologists and pathologists from 100 to 80 percent. You would pay the 20 percent difference.

► Charging for home health services that are now free. You would pay about $2.40 for each of the first 100 visits, and about $9.60 for each visit after that.

► Delaying Medicare eligibility. You now receive Medicare coverage at the beginning of the month in which you turn 65; the Administration's proposed coverage would begin the month *following* your 65th birthday. □

Let 'older' folks risk nuclear radiation?

OAK RIDGE, TENN.—A study commissioned by the U.S. Department of Energy recommends that in the event of nuclear war, we send older Americans into the rubble to forage for food and water, bury the dead, and cultivate crops in nuclear soil.

In the authors' chilling terms, older people—defined as those over 40—"have less to lose in terms of total life expectancy." The study suggests that younger members of society should be given the greater chance to survive by remaining in shelters.

Denouncing this government-funded proposal to make older people into "nuclear waste slaves," the Gray Panthers chapter in Washington, D.C., asks, "How would the young force their parents and other old people to go out and cultivate grain spiced with strontium 90?"

Washington Post columnist Mary McGrory comments, "Can you not imagine the number and fervor of telephone calls that will be made to nursing homes and rest homes around the country now that it turns out that Mom and Pop have not really completed their life's work after all? What sociologists call 'the nuclear family' could be literally that."

The report, "Minimizing Excess Radiogenic Cancer Deaths After a Nuclear Attack," was written by two doctors who work at Oak Ridge National Laboratory here and was published in a periodical called *Health Physics* last September. □

Nevada math instructor, 75, fights to continue teaching

RENO—Chauncey Oakley, a math instructor at Truckee Meadows Community College here, knows that at age 75 he is still one of the best teachers around. That's why he went to court to challenge the college's policy of forcing nontenured teachers like himself to retire at age 70 (tenured teachers must leave at 65).

"Forced retirement is unfair to the teacher, to the students, and to the community," says Oakley. "There should be a place in the school system to use our experience."

The Nevada Supreme Court agreed, recently ruling that the University of Nevada board of regents' retirement policy violated a state law against age discrimination.

The regents, who govern Truckee Meadows Community College, tried to argue that they could ignore the state law since their authority stems from the state constitution—a fanciful notion rejected by the court. (Claiming it has found another state law which allows age restrictions, the board has asked the court to reconsider its decision.)

Nevada's statute prohibiting age bias is broader than the federal Age Discrimination in Employment Act, which has covered professors since last July. The federal law prohibits forced retirement before age 70.

Citing Oakley's excellent record, his college newspaper says, "He has let age creep up on him, has Chauncey W. Oakley. And that was certainly a foolish mistake on his part. For in the eyes of the regents, aging is the unforgivable sin."

Oakley's aging had already forced his retirement once before, when he turned 65. "I taught at the University of Nevada for 14 years," he says. "They retired me with emeritus status and all kinds of compliments, which didn't pay the mortgage."

About the time Oakley left the university, Truckee Meadows Community College was just getting started. The president of the fledgling college asked Oakley not only to teach, but also to set up the math department, promising that his age wouldn't be held against him.

In 1979, however, Oakley was told that under the board's new mandatory retirement policy for persons over 70, he would have to leave. He turned to the Nevada State Education Association for help.

NSEA attorneys obtained an injunction allowing him to teach until the case was settled. In addition, Oakley was paid only 90 percent of the regular salary because he was "retired," was immediately put on full salary.

"The whole process was nerve-wracking, to say the least," says Oakley of the litigation. "But one thing I did right was to belong to my local, state, and national education Associations for 52 years. When I needed the Association—and I had no idea that I ever would—it came through beautifully. I never could have paid for the case myself.

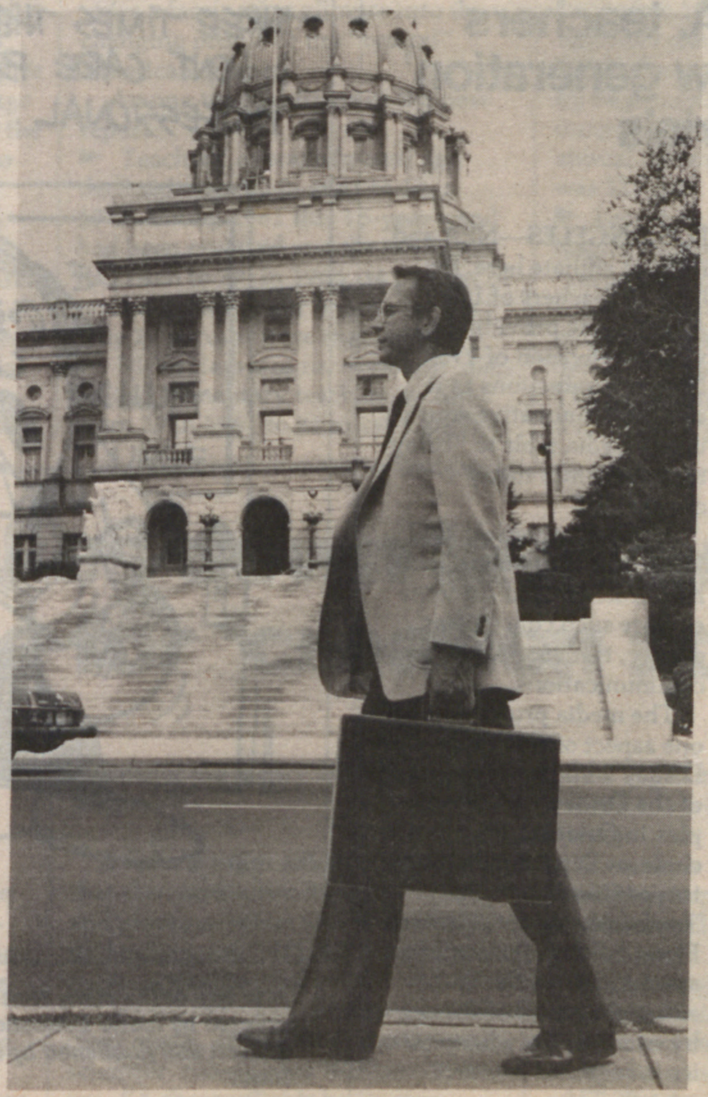
"I had no idea the time would come when I'd be considered too old to be of service to students who yearn for knowledge," says Oakley. "When someday I lock the classroom door for the last time, I hope I find students to teach in eternity. If I don't, that will truly be hell." ☐

Teacher elected to Pa. retirement board

HARRISBURG—Striding briskly in front of Pennsylvania's state capitol building in the photo at right is John Yarnovic, elected in January to the Pennsylvania School Employees' Retirement System.

"I've been around power and political ambition long enough to know that the retirement system's $5.4 billion assets need careful nurturing and protecting," says Yarnovic, an English teacher from McKeesport and treasurer of the Pennsylvania State Education Association (PSEA/NEA). He adds, "We're all aware that retirement funds offer a tempting target when government needs more money."

Yarnovic defeated a Pennsylvania Federation of Teachers candidate by over 16,000 votes. His election brings the number of PSEA representatives on the 11-member retirement board to three. A representative from the PSEA-affiliated Pennsylvania Retired Public School Employees Association also sits on the board. ☐



Social Security poll finds most Americans like it the way it is

WASHINGTON, D.C.—The American public overwhelmingly backs the Social Security system as it is currently structured but would like to see it made more secure through better funding, a recent poll conducted for the National Council on Aging by Lou Harris and Associates shows.

Surveying Americans of all ages, the poll found—

- ► 92 percent oppose reducing benefits for persons who are already retired.
- ► 85 percent oppose reducing benefits for future retirees.
- ► 72 percent oppose reducing the cost-of-living adjustments in retirement benefits.
- ► 59 percent oppose gradually raising the retirement age for full Social Security benefits from age 65 to 68.
- ► 56 percent approve basing cost-of-living adjustments upon increases in wages or prices, whichever is lower.

Given the American people's steadfast backing of Social Security, it's easy to see why President Ronald Reagan quickly retreated last year from his plans to delay the cost-of-living increase for Social Security beneficiaries and to raise the retirement age for full Social Security coverage.

The President has appointed a National Commission on Social Security Reform to recommend ways to put the system on a strong financial footing. The commission will issue its report this December.

The importance of funding Social Security is shown by the NCOA/Harris poll finding that for 63 percent of retired Americans, Social Security is their largest single source of income. ☐

NEA AFFILIATES IN ACTION

KANSAS: Governor backs K-NEA call for binding arbitration

TOPEKA—Governor John Carlin has agreed to introduce legislation this year providing binding arbitration as a way to achieve equity and finality in teacher–school board negotiation impasses.

Carlin says he supports the 11 recommendations of a blue-ribbon citizens committee he named last spring at Kansas-NEA's suggestion to study the state's 1971 Professional Negotiations Act. The primary recommendation of the bipartisan committee was for binding arbitration to be added to the law, with the arbitrator choosing either the teachers' or school board's "last best offer."

Under the current one-sided law, in the few districts that become deadlocked, boards can simply ignore factfinders' recommendations and issue unilateral contracts—as was done this year in Topeka and elsewhere.

Hailing the governor's acceptance of the committee's recommendations, K-NEA President Nancy Lindberg calls binding arbitration "the only equitable solution possible except for allowing teachers the right to strike—an option the committee did not favor."

K-NEA recently hired an independent research group to survey Kansans on the question. Two of every three were found to favor binding arbitration of teacher–board disputes.

While Governor Carlin is a Democrat and both houses of the legislature are controlled by Republicans, the issue is not a partisan one. Many Republicans advocate binding arbitration, including Attorney-General Robert Stephan. ☐

SOUTH DAKOTA: Association, governor work together to boost support for schools

PIERRE—The South Dakota Education Association's 1978 endorsement of William Janklow for governor took many observers by surprise—especially those who assumed "automatic" endorsement of Democratic candidates.

Republican candidate Janklow was "a straight shooter who told us where he stood, what he supported, and what he opposed," recalls SDEA President Dianna Miller. "We worked for him because he supported education."

Now, after three years in office, Janklow remains a consistent advocate for students and teachers. A 42-year-old lawyer and railroad owner who never graduated from high school, he continues to fight to keep his campaign commitment: increasing state aid to education.

State support of local schools has almost doubled since Janklow took office—"a truly significant achievement in light of the fact that South Dakota has no income tax and relies almost exclusively on the sales tax for state revenue," SDEA's Miller notes. "The governor clearly has education high on his priority list."

Janklow refuses to be labeled as strictly conservative or liberal. "I don't think you should put a politician into those tight little boxes," he argues. "I sincerely believe this state has an obligation to provide the best education possible to our young people. In addition, every dollar that we send back to local schools is a dollar they don't have to raise in local property taxes, and it's a dollar state government can't spend and grow on."

In other SDEA-backed moves, Janklow has increased the accountability of the state education agency and established teacher control of the state professional practices and standards commission. At press time his latest proposal for another increase in state aid to schools was pending before the legislature. ☐

South Dakota Governor William Janklow won SDEA's political endorsement in 1978 for his promise to support education—a campaign pledge he has fulfilled many times over.

CALIFORNIA: L.A. teachers help create a 'new generation' of learning materials

LOS ANGELES—NEA and its local affiliate here, the United Teachers of Los Angeles, are providing advice to a division of Walt Disney Productions as it develops innovative educational media tools to "bring tomorrow into today's classroom."

The new materials, still in the planning stages, will help teachers and students explore such concepts as energy, transportation, and communications.

The media project is just one aspect of the latest Disney venture: expansion of the Disney World complex in Orlando, Fla., to include an Experimental Prototype Community of Tomorrow (Epcot) Center. Plans call for creation of a special area on the Epcot site, to be reserved for use by educators as a hospitality lounge and resource center. ☐

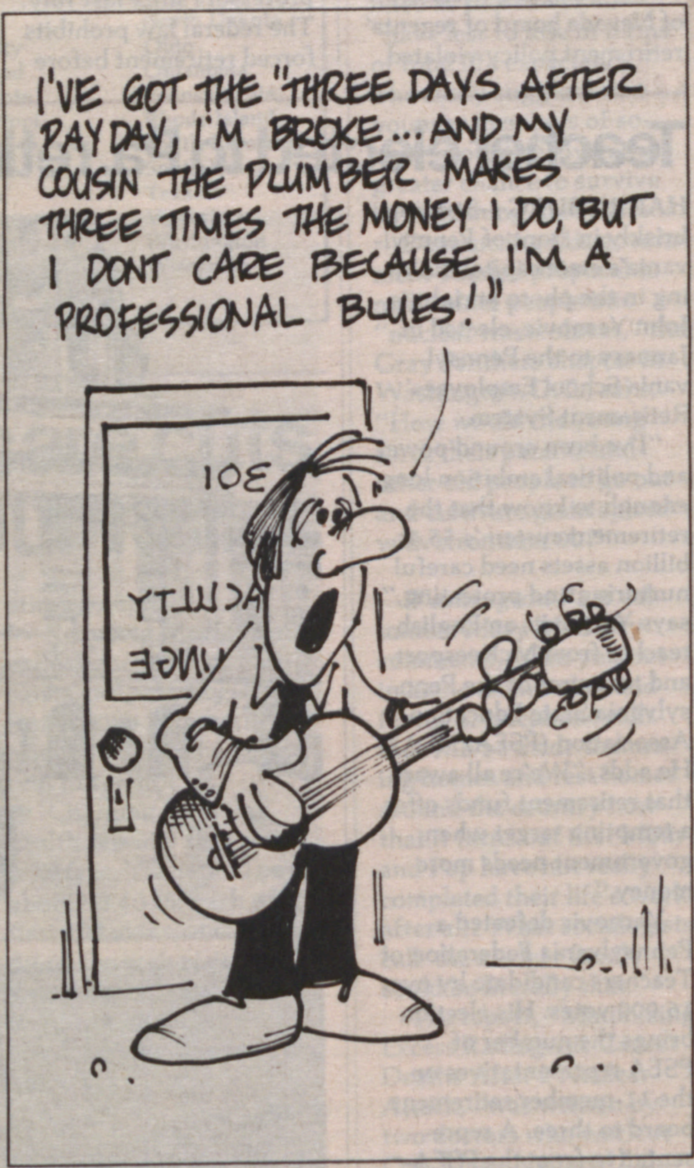
IDAHO: a book full of laughs raises $$$ for IEA crisis fund

MOUNTAIN HOME—Idaho Education Association (IEA/NEA) member Mark Larson, an American government teacher here, has created a book of cartoons about situations any teacher will identify with.

IEA is now selling the book to raise money for its new crisis fund, designed to assist locals in major financial emergencies.

Drawn and lettered by Larson, the 76-page *Teaching Are Fun* was printed by IEA member Dale Klipz, who moonlights by running a printshop here.

Copies of *Teaching Are Fun* may be ordered for $3.00 each from IEA at 620 N. 6th Street, Box 2638, Boise, ID 83701. IEA will pay the postage on prepaid orders. ☐



Just one of the many teacher cartoons in new book created by Idaho Education Association member Mark Larson and published by IEA to raise dollars for crisis fund.

Supreme Court will decide

Do school boards have the right to ban books from school libraries?

LEVITTOWN, N.Y.—When the school board banned nine books from school libraries in this Long Island community's school district in 1976, Steven Pico and four other students objected that their First Amendment rights were being violated. With the help of the American Civil Liberties Union, they have fought their case all the way to the Supreme Court.

NEA recently filed a friend-of-the-court brief backing the students. NEA General Counsel Robert Chanin notes that *Board of Education, Island Trees Union Free School District No. 26 v. Pico* is the first school library book-banning case ever to come before the Supreme Court.

"With censorship of school library books on the rise across the U.S. in recent years, it is essential that the nation's highest court affirm the fundamental right of freedom of inquiry and thought in the public schools," Chanin explains.

NEA's legal brief argues that the First Amendment guarantees of free inquiry, free thought, free belief, and free expression "would mean little if school authorities could nip debate in the bud by imposing an ideological orthodoxy on our nation's youth."

The books banned in Island Trees—

many of them minor classics—were Bernard Malamud's *The Fixer*, Kurt Vonnegut's *Slaughterhouse-Five*, Piri Thomas's *Down These Mean Streets*, Eldridge Cleaver's *Soul on Ice*, the anonymous *Go Ask Alice*, Alice Childress's *A Hero Ain't Nothing But a Sandwich*, Desmond Morris's *Naked Ape*, and two anthologies —*Best Short Stories by Negro Writers* and *Reader for Writers*.

The nine titles were banned because they appeared on a list of books deemed objectionable by a self-proclaimed conservative group called Parents of New York-United. A school board press release explaining the removal of the books from the libraries stated that they contained "material which is offensive to Christians, Jews, Blacks and Americans in general," as well as "obscenities, blasphemies, brutality and perversion beyond description."

In the decision now being appealed by the school board to the Supreme Court, the U.S. Second Circuit Court of Appeals ruled in favor of the students, remanding the case back to the district court for trial on the school board's allegedly unconstitutional motives in banning the books. □

NEA surveys reveal changing profile of American public school teacher

WASHINGTON, D.C.—Nearly 50 percent of the nation's public school teachers now hold either a master's degree or six-year diploma. This figure reflects a dramatic increase in average professional preparation level over the past two decades. Twenty years ago only 23.5 percent of teachers had earned advanced degrees; ten years ago the figure was just 27.5 percent.

These survey findings were released last month by NEA Research in a report on the status of the American public school teacher in 1981. Similar surveys have been conducted every five years since 1961. Comparing the findings for this 20-year span provides a fascinating glimpse into the changing profile of the "typical" American teacher.

Among the highlights of the new report:

► Teachers' average (mean) age declined from 42 in 1961 to 36 in 1976. But by 1981 this 15-year trend had been reversed and the mean age had risen to 39. In 1966, 34 percent of teachers were under age 30; by 1981 only 19 percent were that young.

► Mean class size for nondepartmentalized elementary teachers declined from 29 in 1961 to 25 in 1971 and has remained steady at 25 ever since. For secondary and departmentalized elementary teachers, mean number of pupils per class has slowly but steadily decreased from 27 in 1961 to 23 in 1981.

► Teacher salaries rose more rapidly than the Consumer Price Index from 1961 to 1966 and from 1966 to 1971. In the last 10 years, however, teachers have lost considerable buying power. While the mean salary has increased by 86 percent since 1971, the CPI has jumped 120 percent. Teachers' mean annual contract salary for 1980-81 was $17,209.

► Less than half (46 percent) of the teachers surveyed said they would "certainly" or "probably" choose teaching as a career if they had it to do over again—down from 74 percent in 1971 and 64 percent in 1976. The percentage of teachers who say they would "probably" or "certainly" *not* choose teaching again has climbed from 13 percent in 1971 to 19 percent in 1976 to 36 percent in 1981.

► The mean number of hours per week devoted to all teaching duties has not changed significantly between 1961 (47.3 hours) and 1981 (45.9 hours).

► Nearly 81 percent of teachers are now homeowners, up from 67 percent in 1971.

► Teachers reporting membership in a religious group decreased from 86 percent to 75 percent between 1966 and 1976, and then increased again to 78 percent in 1981.

► The only other type of community or civic organization to which a majority of teachers belong continues to be the parent-teacher association, with 57 percent of teachers reporting membership (down from 78 percent in 1966). □

Court strikes down law requiring equal time for 'creation science'

LITTLE ROCK, ARK.—The recent federal court decision here striking down the state's creationism law as unconstitutional was hailed as "a major victory for public education in this country" by Lyle French, president of the Arkansas Education Association. The state will not appeal the decision.

AEA joined in the suit challenging the law, which would have required a "balanced treatment" of creationism whenever the theory of evolution is taught.

A federal judge ruled in January that the creationism law was "simply and purely an effort to introduce the Biblical version of creation into the public school curricula."

Despite the claims of its supporters, creationism, or creation science, is not scientific, ruled Judge William Overton: "A theory that is by its own terms dogmatic, absolutist, and never subject to revision is not a scientific theory."

Comments French, "The First Amendment principle of separation of church and state has been upheld, as well as our freedom to think."

In pursuing the lawsuit, AEA has "protected our members from the harassment that was certain to come under the creationism statute," French adds. The Association also welcomes the opportunity to focus public attention back on more important educational issues, such as student discipline and teacher pay. The creationism battle has "diluted public energy that should be addressing real problems in education," says French.

Meanwhile, the day after the Arkansas law was declared unconstitutional, the Mississippi state senate approved a virtually identical statute. A similar creationist law in Louisiana is expected to go to trial this spring. In 1981, creationist legislation was introduced in 15 states; legislators will continue to grapple with the issue this year. Ultimately, the U.S. Supreme Court may have to resolve the constitutionality of equal-time creationist statutes. □

Montana to Hawaii, Maine to California

NEA members swap schools, sample new vistas

"A big culture shock it certainly was," says Montana teacher Marilyn Tanner, remembering her arrival last September in Hilo, Hawaii.

"The school population here is 30 percent Japanese and includes Koreans, Filipinos, Chinese, and Hawaiians," she explains. Tanner's middle school students in Ronan, Mont., had been two-thirds Caucasian, one-third American Indian.

Tanner has switched jobs for the current school year with Royal Gardner, history and social studies teacher at Waiakea High School. The two found out about each other through NEA's Teacher Exchange Computer Listing. They worked out their exchange through letters and phone calls.

Both teachers were somewhat apprehensive about the venture, once the decision had been made. Gardner admits, "Having taught the past 13 years in Hawaii, I had become accustomed to the subtle differences in the island schools. I wasn't sure what it would be like to teach again on the mainland."

Tanner reveals that when she walked into her classroom in Hilo she experienced the same insecurity she had once felt as a first-year teacher. Her school in Montana numbered 300 students; the student body at Waiakea High totals 1,500. In western Montana, Tanner's ethnic roots were similar to those of a majority of her students. In Hawaii, she is a member of a racial minority.

Getting used to the bureaucracy of a much larger school took some doing. "I found the paperwork awesome at first," Tanner says.

A 1969 graduate of the University of Montana, Tanner has been an NEA/Montana Education Association member throughout her 12 years of teaching. A girls' track team coach, she has also served as negotiator and secretary-treasurer for the Ronan-Pablo Education Association and represented her local at four MEA delegate assemblies.

Royal Gardner is a graduate of Brigham Young University and a former Peace Corps volunteer. Part of his Peace Corps training took place in Hilo, where he learned Malay and did some student teaching in one of the local schools.

Upon completion of his Peace Corps stint in Malaysia, he returned to his home state of Utah to teach for two years, then went back to Hawaii.

"Asian culture has always fascinated me," he says, "and I find in the island culture the unique blend of East and West that probably does not exist any other place on earth." Beneath the cultural diversity, he adds, are students with universally shared aspirations and problems.

Among the first NEA members to swap jobs through the Association's new teacher exchange program are Marilyn Tanner of Montana (right) and Royal Gardner of Hawaii (below), seen here in their new settings.

Gary Bagley of Maine (left) and Peter Vander Meer of California (below) say their temporary job exchange has brought them and their families a change of climate, a radically different lifestyle, and many new friends.

It took two years for the Gardner-Tanner exchange to materialize. When the first NEA computer listing of would-be job swappers came out, Tanner looked it over but did not find any match that appealed to her. So she waited for the next list, with more possibilities.

"I was really interested by this time," she remembers, "and when Royal called me late last March, after a long Montana winter, I was ready!"

Her Association colleagues in Ronan were supportive of her desire to swap jobs for a year, so she wrote a joint letter to her superintendent and school board, requesting permission for the exchange. They too proved supportive.

Gardner sent his credentials for consideration, along with the necessary forms for Tanner to fill out for Hawaii.

Both Tanner and Gardner are impressed with the teachers they have met in each other's school. "The teachers here are terrific," Tanner concludes, "and it's good to know there are extremely dedicated educators everywhere."

According to Gardner, "The 'spirit of aloha' is as alive and well among the Montana faculty and administration as it is in Hawaii." He is convinced that the Hawaii State Teachers Association motto, "Teachers Care," applies to Montana's teachers too.

Personally, Tanner is exulting in the year-round tropical climate where there are no discernible seasons. Gardner and his family have taken great pleasure in Montana's beautiful scenery and hospitality.

Both teachers are being paid by their home school districts—a pattern NEA advises for all job swappers. That way their benefits continue to accrue, and their jobs are protected.

Another exchange is under way this year between Gary Bagley of Maine and Peter Vander Meer of California. Vander Meer made the initial contact. He had been teaching math, reading, language arts, and physical education at the Fred Moiola School in Fountain Valley, Calif., and was ready for a change of scene.

This year he is teaching social studies at Winslow Junior High School in Winslow, Maine, while Gary Bagley teaches history and political science at Moiola.

In addition to swapping jobs, the Bagleys and the Vander Meers have exchanged homes for a year, trying out lifestyles very different from the ones they were used to. The two homes are in Norridgewock, Maine—population 2,500, and Huntington Beach, Calif.—population 250,000.

The Vander Meer children, ages 10 and 8, have now experienced their first snow and have learned firsthand about ice fishing. The Bagley children —9, 2, and 11 months—are basking in southern California sunshine and enjoying the wonders of the Pacific Ocean.

Principal Ned Powell reports that the teacher exchange has been extremely enriching for the 620 K-8 students in the Moiola School. "Gary has brought so much of himself to this school," Powell says. "He works with 7th and 8th graders, but he is helping everyone to understand and appreciate what it's like to live in a small town in Maine, far on the other side of the United States. This exchange has been so favorable that I will welcome any other exchange in my school."

Both Bagley and Vander Meer found that the paperwork involved in setting up the exchange sometimes became a bit tricky, but neither had any problems being accepted for temporary certification by the other state.

Bagley candidly admits that the exchange has affected his and his wife's personal life. "We both went on diets," he says, "and we've each lost weight. We don't even look the way we did when we left Maine."

He made a special effort to acquire new photos for this story that would picture him as he looks now. "My friends in Maine will be surprised," he predicts.

The concept of a national clearing-house to facilitate teacher job exchanges within the United States is unique to NEA. It was initiated three years ago at the direction of the Representative Assembly. The computer listing of interested teachers became a reality during the spring of 1980.

The two exchanges featured here were the first to be reported to NEA, although news of others is now coming in. Pamela Cote, a high school physical education instructor in Greely, Maine, has swapped jobs with Annette Fujii of Honokoa, Hawaii.

Two high school counselors, Barbara Noonan from Castine, Maine, and Roger Miyashiro of Del Mar, California, are all set for an exchange beginning next fall.

NEA Instruction and Professional Development Director Sharon Robinson sees year-long job swaps within the U.S. as "another option in continuing education—a new way for career teachers to broaden their horizons." ☐

Thinking about a swap?

Would you like to see a listing of NEA members with positions similar to yours who are interested in temporarily swapping jobs? Want to add your own name to the list? Write to Teacher Exchange, NEA-IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036, indicating your grade level and/or subject area. This exchange service is for NEA members only.

Back to the land

BILLINGS, MONTANA—When Charles Buck, science teacher at Riverside Junior High, decided that his students needed a place to study Montana's flora and fauna in their natural habitat, he acted.

As a result, a portion of the school's courtyard has been turned back to nature—complete with trees, shrubs, grasses, and flowers native to Montana. A heated waterfall and pond help attract waterfowl all year round. Other courtyard residents include fish, turtles, frogs, toads, mallard ducks, ring teal, swallows, rabbits, and garter snakes.

"The project grew out of student and teacher interest in environmental reclamation and preservation," explains Buck, a member of the Billings Education Association. Students, teachers, and community members volunteered not only funds, but also their labor.

Over the next decade Buck plans to have his classes gradually fill in the rest of the courtyard with more native vegetation. Eventually, he hopes, chipmunks, flying squirrels, and small rodents will be able to survive there.

"The biggest drawback to this project is holding back the desire to do it all now instead of letting the students do the work over the next 10 years," says Buck. ☐

Cattails, willows, and marsh grasses frame a small pond in Billings, Montana. NEA member Charles Buck was instrumental in turning the Riverside Junior High School courtyard into a natural environment where students may study plants and wildlife native to the state.

IN BRIEF

Attention, delegates to 1982 NEA convention

WASHINGTON, D.C.—NEA Travel Service is offering two special tours to Hawaii for delegates and their families attending the July 1-6 NEA annual meeting in Los Angeles.

The pre-convention tour (June 23-30) offers a week of sun and fun on Honolulu's Waikiki Beach for $295 per person. The post-convention tour (July 7-14) includes both Waikiki and the lush island of Maui for $419 per person.

Prices include double-occupancy hotel accommodations, sightseeing tours, and other services; airfares and most meals are not included. For full details and a reservation form, write to Hawaii Tours, NEA, Room 402E, 1201 Sixteenth Street, N.W., Washington, DC 20036. Space is limited, so delegates are urged to book early. ☐

Next time you're cleaning out your bookshelves...

ARROYO, P.R.—English language teaching materials—especially books—are badly needed by the Puerto Rico public library system upon which the schools depend.

Developmental readers, grammar texts, fiction, nonfiction, and reference books, as well as classical and folk music records, are necessary to furnish bare shelves here and elsewhere in the island's library system.

Materials should be sent to Libros Para Puerto Rico, Atención, Srta. Martinez-Ramos, Biblioteca Publica, Arroyo, Puerto Rico 00615. Puerto Rico, being part of the U.S. Postal Service, is eligible for the special low-cost book rate. ☐

NEA magazine explores impact of microcomputers

WASHINGTON, D.C.—The explosive growth of small computers is changing America. In the April-May issue of *Today's Education*, soon to be mailed to all NEA members, teachers can find out how microcomputers will change their professional lives.

Just what is a microcomputer, and what do its different parts do? How many students are already using computers in school? In what ways? Why haven't microcomputers come into schools as fast as they have into businesses and homes? How does one go about selecting the computer programs that are best for particular classes and purposes?

These and other questions NEA members around the country are asking will be answered in *Today's Education*'s special feature on "Microcomputers in the Classroom." Don't miss it. ☐

Do you teach foreign students?

WASHINGTON, D.C.—The National Association for Foreign Student Affairs (NAFSA) is collecting information about successful ways in which K-12 teachers have used their foreign students' experience.

NAFSA is also compiling a bibliography of helpful cross-cultural communication guides, multicultural teaching aids, and lesson plans on specific countries.

The organization would like to hear what teachers feel they need most in working with foreign students: Lesson plans? Samples of classroom conversation? Audiovisual aids?

If you would like to participate in this federally funded study, write to Linda Reed, K-12 Project Director, NAFSA, 1860 Nineteenth Street, N.W., Washington, DC 20009, or call (202) 462-4811. ☐

Teacher's guide to UN efforts available from NEA

NEW YORK CITY—NEA and the United Nations Association have cooperated to publish a booklet that teachers can use to acquaint students with the way international organizations function in the developing countries of Africa, Asia, and Latin America.

"Partnership in Meeting Basic Needs" uses the case study method to examine the efforts of the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Development Program (UNDP) in Kenya, Thailand, and Costa Rica.

Developed as a guide for teachers, the 48-page booklet lists questions and suggests a variety of classroom activities.

For a free copy, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Your Hertz discount is now 10 percent

WASHINGTON, D.C.—If you have used your NEA/Hertz Discount Plan identification card to rent a car recently, you may have been pleasantly surprised. Since January 1, NEA members' 7 percent discount off the Standard Unlimited Mileage (SUM) rate has been increased to 10 percent, making it even more economical for unified members to rent a car from the world's "number one" car rental agency.

NEA members now receive the highest discount Hertz offers to any organization. In addition, as of March 1, members are entitled to special "dollars-off" discounts on Hertz's Weekly and Monthly Economy Fare rates. The weekly discounts can be as much as $15, depending on the model of car rented. This makes Hertz competitive even with local discount car rental companies. As always, Hertz counter personnel will gladly assist you in figuring the best rate available *before* the car is rented.

Hertz is discontinuing its old time-and-mileage rate system. From now on, the agency will use only its SUM (Standard Unlimited Mileage) system, which is a flat rental charge with unlimited mileage. Simple to understand, SUM rates enable you to know beforehand *exactly* what your final charge will be. No more unpleasant surprises at the end of your vacation!

Unified Special Services is preparing new NEA/Hertz identification cards, which will be available from your state association shortly. Meanwhile, you can get the new discount simply by showing your current card. ☐

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"I'd love President Reagan to visit my classroom, to come into a school and see what's going on. I'd like him to talk to the parents of my students and let them tell him about the progress their children were making—before the budget cuts."

BUDGET BATTLE, ROUND TWO

coverage starts on page 3

Attention, higher education members
See center insert

YOUR TURN

The teacher is still the catalyst for success

by Sarah D. Williams

Sarah D. Williams teaches remedial English at Monroe High School in Monroe, North Carolina. A 24-year teaching veteran, she is active in her local, district, and state associations. Past honors include being named Teacher of the Year by her students and Most Creative Teacher by her colleagues.

The teacher today is traumatized by the internal pressures of idealism at war with conflicting educational theories, indifferent students, competition with television, and pressures from the school administration to improve test scores, to reduce dropouts, and to inspire the "space cadet" who comes to class with his mind blown by drugs or alcohol.

Externally, the teacher is rocked by negative media coverage. Add physical assault, mainstreaming, inflation, budget cuts, accountability, threats of reduction in force, and you have one ghastly picture of the teacher's dilemma.

Many teachers have come to see themselves as casualties in a losing battle for learning and order. Nearly every time teachers get together, they seem compelled to exchange war stories and complaints, only to arrive at the same soul-numbing conclusion: teaching must be the most frustrating job this side of Hades.

It is easy to say, "Well, it's not my fault. I'm doing the best I can. After all, I have the child for only a short time each day. The rest of the time he or she is influenced by peers, family, the community, and television." True. But if these are the significant influences in the child's life, we will just have to learn to use them to achieve our end.

The teachers in America represent the greatest "brain bank" in the world. In spite of the problems in learning today, the teacher is still the catalyst for success in the classroom.

If you see education as a lifeboat that has been overloaded with program after program in an attempt to be everything to everyone, it is time to assume the power and authority of the captain at the helm and begin to bail like the devil. For starters:

► Develop support groups for teachers within your faculty or system. Shore each other up—emotionally, spiritually, and professionally.

► Help students help themselves by organizing peer tutoring and counseling. It works.

► Don't allow retired teachers to simply fold up their tents and ride off into the sunset. Use that wealth of knowledge and experience to organize and coordinate school/community programs.

► Involve parents to relieve teachers of some nonteaching responsibilities. These parents then become liaisons with the community.

► Appeal to the principal for a faculty advisory committee to meet regularly to assess problems. Shared responsibilities lead to smoother sailing for everyone.

► Involve members of significant agencies in your school program. Invite a board member or a county commissioner to "walk through" a day with you.

► Promote active membership and participation in your professional organizations. They are molding your future. Don't you want a voice?

► Make a point of knowing your legislative candidates and where they stand *before* the elections. Keep them posted about your concerns *after* they are in office.

► Appeal to the school board to seat a nonvoting teacher representative.

► Maintain high standards of professionalism in your classroom and demand the same from others.

If we don't assume command and steer this boat back on course, we shall continue to founder while various special interest groups use educational deficiencies as a club to beat us senseless.

I am tired of being pulled in so many directions, bombarded by so many demands. For too many years the most vital missing pieces have been those teachers who are willing to dig in and say, "Hey, now! I'm tired of your making mincemeat of my profession, my students, my life! My job is ____________. My day consists of ____________. My salary covers ____________. If you want that report in triplicate, you'll either have to get someone else to do it or wait until tomorrow because Timmy is struggling with his multiplication tables and needs my help and attention today. Especially today. You see, his parents have just separated, and he's feeling awfully insecure."

Let us not lose sight of why we are in this profession. Join the teacher who declared, "We teachers know there is a better way. Why don't we unite to achieve it?"

We can put the pieces together—together. We must. NOW. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (The briefer your letter is, the more likely we'll have room to print it.)

'Scarecrow'

It is extremely unfortunate that your editors chose to print "Scarecrow: A Field Study" (*guest editorial, Jan.-Feb.*) on a page opposite the article about the "Day of Conscience," because the editorial's effect is to weaken, not build, support for public education (and for NEA).

Mr. Bellante's "mistake in judgment" is usually called theft. His analogy is ridiculous. His school board's response is just, because a teacher (especially one who claims to encourage his students' "dreams and ideals") has a professional obligation to be a law-abiding model.

As a release for Mr. Bellante's anger, "Scarecrow" is fine; as an editorial to be widely read in the *NEA Reporter*, it is not.

Karen Jenkins
Fallbrook, California

Instead of bemoaning his plight in allegory, Rich Bellante should be happy that he was merely suspended for a semester. Neither the seemingly small dollar amount nor Bellante's contention that this was his first slip-up in six years diminishes the basic fact that he did something wrong.

Mari Corson
Voorhees, New Jersey

What a sad commentary of distorted values when a teacher's reputation and effectiveness can be so jeopardized—in a field where "humanness" is supposed to have top priority.

A. Allen Chapman
Pasadena, California

Teacher competency tests

I was dumbfounded by the selective vision exhibited in "A Closer Look at Teacher Competency Testing" (*Jan.-Feb.*).

Agreed, Paul Smith's situation is a horror story of incompetently administered competency testing. Agreed, there is no accurate instrument with which to measure a teacher's competency.

However, it is paramount that we advocate high standards for teachers. It is shocking to see illiterate writing and hear ungrammatical language from teachers. The solution is not to close "marginal [teacher training] programs." Some of these poorly educated teachers have managed to receive degrees from colleges reputed to be excellent.

We cannot condemn justifiable efforts to maintain high standards for teachers while simultaneously we base promotions, tracking, and achievement-level grouping of students on equally imperfect tests. My question about properly administered competency testing is: why not?

Deborah J. Horvitz
Brookline, Massachusetts

I applaud the effort to develop teacher competency testing instruments. These must, however, be rigorously standardized.

This development should result in tests which regularly exclude 10 percent of those taking them. Only the successful 90 percent should be allowed to teach.

The remaining 10 percent? As in the past, they will become administrators.

Daniel D. Schechter
Nutley, New Jersey

The position that teacher training institutions should be where "incompetency" is weeded out is well taken.

Unfortunately there are some "bad teachers" already in classrooms. Do we sacrifice their students?

And I am not so sure I would like to be treated by a doctor who "almost" passed his internship but had a creative approach to medicine and communicated well with patients.

Furthermore, anything that makes it more difficult to earn a teaching certificate will have the function of raising salaries for those who qualify.

Rod Smith
Oskaloosa, Kansas

Teacher family size

How can Sheldon E. Leonard (*Letters, Jan.-Feb.*) expect that the taxpayers should help him feed his nine children through school lunch benefits? When my husband and I planned the size of our family, we took into account our careers and estimated budgets and decided a small family was all we could afford. We did not expect then or now that the federal government was at all involved.

I am very proud to be a teacher and a supporter of the Reagan administration!

Betty Hopper
Montgomery, Alabama

NEA vs. AFT on El Salvador

I was impressed by the excellent report "Nightmare in El Salvador" in your December issue. I am a teacher and researcher of Latin American development at the State University of New York. The position of the NEA Representative Assembly on El Salvador is in accord with the stand taken by most progressive and democratic trade unions and civic associations throughout Western Europe, Latin America, and Canada.

In contrast, the Shanker-controlled American Federation of Teachers (which unfortunately is the union at our University) has consistently supported the murderous Duarte regime in El Salvador and the so-called "land reform" imposed by terror and death squads. The AFT went so far as to hold a luncheon honoring the representatives of the totalitarian regime at a recent convention.

James Petras
Binghamton, New York

NEA REPORTER

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WILL SCHOOLS GET AX...AGAIN?

"If the budget cuts continue, I see a lot of kids not getting the attention they deserve . . ."

The words of Joyce Benge, a special ed teacher at Coulston Elementary in Shelbyville, Indiana, echo the frustrations of NEA members all around the country. The Reagan Administration's second-year budget proposals raise the grim prospect of still deeper cuts in education programs.

It's clear now that the Administration is out to virtually eliminate federal support for public education. But with most state and local governments financially strapped, who's going to pick up the slack?

If Congress approves the new federal budget submitted by the Administration in early February, the result will be nothing less than disaster for American education at all levels.

President Reagan is calling for a new round of deep cuts in federal aid programs already slashed by his first budget. The Administration hopes to win passage of these new cuts this summer—before educators, students, and parents have felt the full pain of last year's budget ax. Because most education programs are funded a year in advance, the real drop in federal dollars under the current (fiscal year 1982) budget will not be apparent until this coming fall.

The fiscal 1983 budget proposals now being hotly debated in Congress include new cuts averaging 25 percent for compensatory education (Title I), impact aid, block grants, vocational and adult education, aid for education of the handicapped, college student grants and loans, Indian education, and many other popular programs.

In all, the Administration wants to slash more than $3 billion from education in fiscal year 1983, which begins October 1, 1982. The cuts in compensatory reading and math programs alone could translate into layoffs for as many as 73,000 full-time teachers and aides.

The proposed education cuts are part of a general raid on domestic spending that would also lop billions of dollars from medicaid, food stamps, and welfare.

In another move clearly symbolic of the effort to diminish if not eliminate the federal role in education, the Administration has drawn up its budget documents as if Congress had already dismantled the two-year-old U.S. Education Department.

As reflected in the budget proposal, the Reagan plan is to terminate many ED programs outright, disperse others to different federal agencies, shrink still others before combining them into block grants and turning them over to the states, and leave the remainder to be administered by a stripped-down, virtually powerless new "Foundation for Education Assistance," which would be accountable only to the President, not to Congress.

ED's Office for Civil Rights would be abolished, shattering the longstanding federal commitment to equal educational opportunity. The new foundation would have no power to investigate complaints or to make schools or colleges comply with antidiscrimination laws.

NEA and allied national organizations in the Committee for Full Funding—and in coalitions to save the Education Department, Title I, urban education, handicapped education, and other programs—are pulling out all the stops to dissuade Congress from going along with the Administration's proposals this year.

The crisis has brought together as never before groups representing higher education, K-12, school boards, administrators, teachers, parents, and other constituencies, uniting the entire education community in the struggle against a common threat.

One key NEA strategy is a nationwide letter/postcard/telegram campaign to let members of Congress gauge grassroots opposition to education's unfairly large share of the new budget cuts. "Congressional contact teams" of Association activists in each congressional district are making phone calls and personal visits—including trips to Capitol Hill in many cases—to urge their representatives to resist the Administration's attempts to undo years of educational progress.

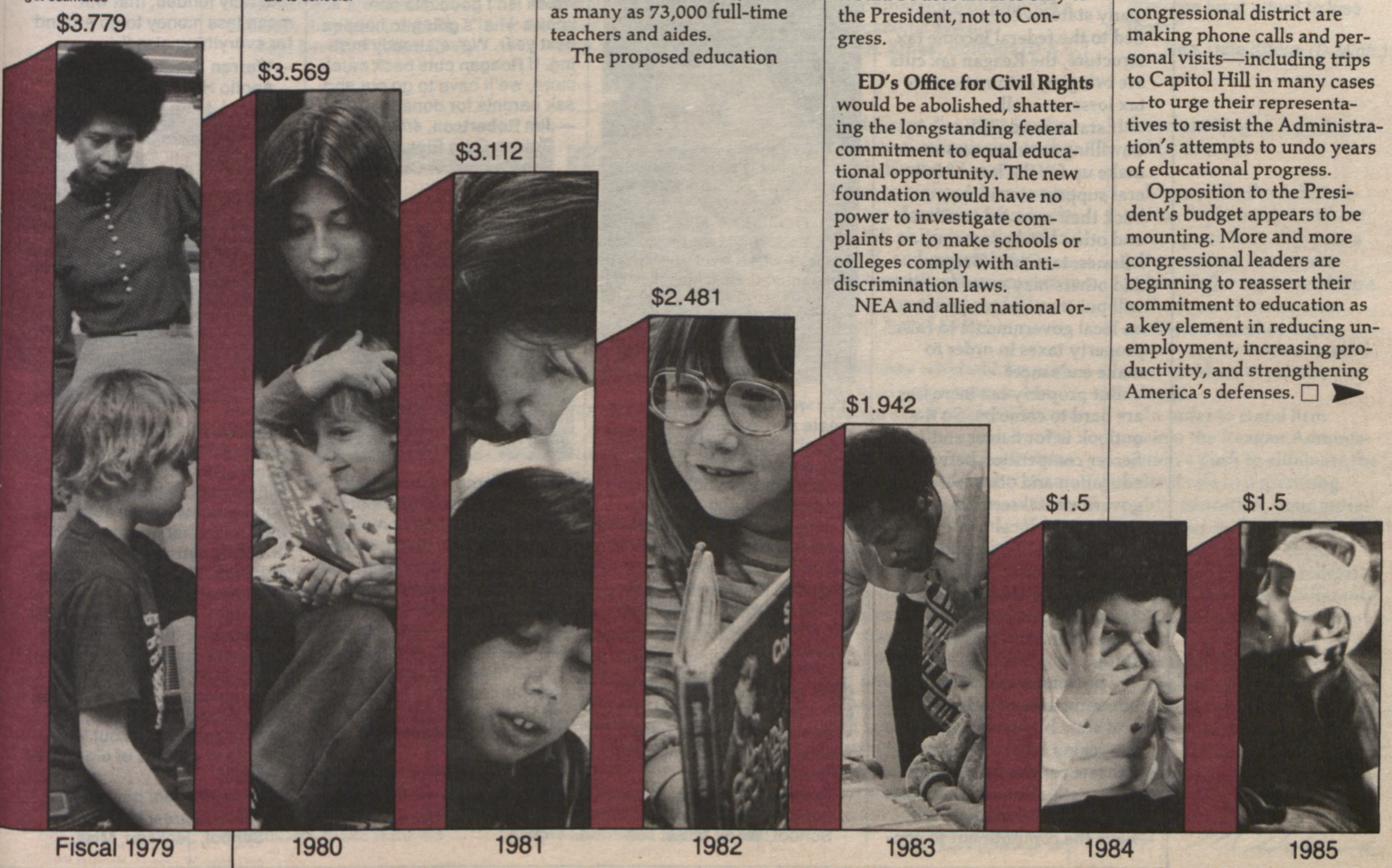
Opposition to the President's budget appears to be mounting. More and more congressional leaders are beginning to reassert their commitment to education as a key element in reducing unemployment, increasing productivity, and strengthening America's defenses. ☐ ➤

Declining federal dollars

in billions

Source: Office of Management and Budget estimates

The figures here are for the largest single federal education program: Title I (education of disadvantaged students, now chapter 1 of the education block grant law passed last summer). The Reagan Administration is proposing similar sharp drops in funding for most other forms of federal aid to schools.



"...I don't see how the states can pick up the tab...

Many state, local budgets already stretched thin

The recession that is straining family finances has put the squeeze on state and local government budgets as well. It seems unlikely that many of them will be able to make up the school dollars lost if Congress approves a new round of cuts in federal education programs—or turns the programs over to the states without adequate funding to cover the costs.

A majority of states are projecting budget deficits in the current year—or at best a surplus of 1½ percent or less. The big reason, of course, is the economic downturn, which is causing revenues to fall far short of expectations in state after state.

Recent tax decisions have also eroded state and local revenue bases. Colorado, for example, reduced tax rates and instituted tax rebates back when the state was running surpluses. Those days are gone, and now the revenue is sorely missed. In the many states with tax rates tied to the federal income tax structure, the Reagan tax cuts are bringing automatic state tax losses as well.

If states are unable or unwilling to raise taxes to make up for the loss of federal support—or if they cut back their own aid to schools and other local programs, as Minnesota, Ohio, Oregon, and others may soon do—it will put tremendous pressure on local governments to raise property taxes in order to make ends meet.

But property tax increases are hard to come by. So the outlook is for fiercer and fiercer competition between education and other basic governmental services over ever scarcer local revenues.

The school finance picture varies considerably from region to region, with the "sunbelt" generally in better shape than the "frostbelt" states.

The **Southwest,** with its booming energy industry and state budget surpluses, is the region most able to compensate for the federal cuts *financially*. But whether state and local governments will have the commitment to continue serving bilingual, disadvantaged, and other costly school populations should federal programs disappear is another matter.

In parts of the lumber-dependent **Pacific Northwest,** the recession has become an outright depression, due to the slump of new housing construction nationwide.

Because they depend on durable goods and related industries, Michigan, Ohio, Indiana, Wisconsin, New York, and other states in the **Great Lakes** region have been especially hard hit by the recession. High unemployment is both reducing revenues from income and sales taxes and putting heavy new demands on state budgets in the form of unemployment compensation. □

New England

"I've worked five years to create and develop my school's individualized learning center—a resource room for emotionally and physically handicapped and learning-disabled students. This program has already been cut to the bare bones, and it's just not going to be there much longer, between Proposition 2½ and the loss of federal support.

"When a good program goes down the tubes, it's the *kids* who bear the brunt of it. We seem to be going backwards, to the way things were 50 years ago."

—Rosanne K. Bacon, *special education,* Ware High School, Ware, Mass.

Pacific Coast

"My biggest budget problem is lack of materials. We can't get simple basic things like pencils, paper, or erasers. My English books date back to when I was in school! And there are never *enough* books. When new kids are added to my class they have to share, which isn't good. No one knows what's going to happen next year. We're already hurting. If Reagan cuts back much more, we'll have to go out and ask parents for donations."

—Jim Robertson, *4th grade,* Golden Gate Elementary, San Francisco, Calif.

Great Lakes

"Our air force base is gone, and so is the federal impact aid our district had come to rely on. We'll be losing some of our special ed funding, and the standards will be tightened so fewer kids qualify. Some of my worst math students were just beginning to improve, thanks to special tutoring and a resource room. They won't get that now. I'll try to help them, but my classes will be bigger."

—Ann Eblin, *history and math,* Hamilton Township Middle School, Franklin County, Ohio

Upper Midwest

"Minnesota has had an excellent education program for years, which is now eroding thanks to voodoo economics. Our governor ran on a pledge to index the state income tax so as to stop "bracket creep" due to inflation. But indexing combined with the economic downturn has caused an $800 million state budget shortfall. My school board is looking at cuts of from $1 million to $4 million next year.

"We've never gotten more than a small amount of federal money here. But if our district budget starts having to stretch to cover special ed and the other programs that have been federally funded, that will mean less money to go around for everything else."

—Warren Bradbury, *English,* Apollo High School, St. Cloud, Minn.

Deep South

"Teachers in Jackson are worried that our Emergency School Aid Act (ESAA) funds will be cut or eliminated and our district won't be able to pick up the tab for these federal programs that benefit students. The legislature tells us the state budget is also very tight, and they're wondering whether they can afford a 3 percent statewide teacher salary increase. With Mississippi salaries at the bottom of the national totem pole, that kind of raise works out to a couple of cartons of cigarettes a week."

—Alice Harden, *physical education,* Forest Hill High School, Jackson, Miss.

. . . for all the school aid programs the President wants to shift out of the federal government."

Education and the national interest

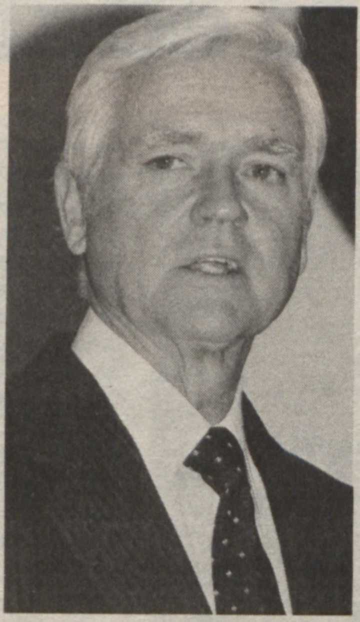
As the Reagan Administration's plan to "get the federal government out of the education business" becomes clearer, members of Congress from both parties are beginning to speak up in opposition. The U.S. government has a legitimate interest, they point out, in helping to develop the productive, educated citizens upon whom the nation's economic future depends.

"Federal education programs seek to meet needs that state and local educational agencies are unable to meet with their own funds. To say that these programs should be drastically cut back or turned over to the states is tantamount to saying it is not a national concern if our schoolchildren are poorly educated or undernourished, if our poor or handicapped students are not helped to achieve their full potential, or if our citizens are unemployed because they lack job skills."

Rep. Carl D. Perkins *(D-Ky.)*

"Education is at the heart of all efforts to build a strong economy, a strong nation, and a productive people. As such, this enterprise deserves the fullest commitment of our national resources. This prescribes a federal role in support of education—a role that must not be diminished merely because times are tough."

Rep. James Leach *(R-Iowa)*



"As a parent, a citizen, and an office holder, I have always believed that public education is the best investment a nation can make. It develops a diversity, a competitiveness, and a competence that is nowhere else available. Our public schools are run by 16,000 local school boards, and theirs has always been the fundamental role. Those who pose the straw man of a public education monopoly have not travelled this land and breathed the diversity and the vitality of 107,272 public schools. The public school teaches the American way as no other school can teach it. There is no substitute. Our public schools are and must remain the cornerstone of America's educational system."

Sen. Ernest Hollings *(D-S.C.)*

"It is in our national interest both in terms of economic prosperity and national security that the federal government make an investment in education. It represents a national commitment needed to develop the human capability so essential to the future strength of our country."

Rep. Carl Pursell *(R-Mich.)*

"The complete elimination of any federal role in education, if it is accomplished, will come at the cost of proven, valuable education programs at a time when our nation's schoolchildren can least afford to lose them."

Rep. Dale Kildee *(D-Mich.)*

A personal message from NEA President Willard McGuire

The Constitution of the United States and the lessons of history spell out the federal government's role in American affairs quite clearly. Whenever a matter crosses state lines, it creates concerns and needs that the individual states cannot easily or equitably handle.

This has long been true for interstate commerce—and is equally true for education. America's public schools are a local function and a state responsibility, but they are also an important federal concern. Variations in state wealth, resources, and circumstances make it impossible for all students to have access to equal educational opportunity without aid and support from the national level.

To argue, as the Reagan Administration does, that the federal government should stay out of educational matters is to ignore our nation's entire history. Public education came about largely because of the Northwest Ordinance of 1787 and other statutes in which Congress required the territories and states to set aside land for public schools.

The great state universities came about due to the Morrill Land Grant Act of 1862, the vocational schools due to the Smith-Hughes Act of 1917, access to higher education by average Americans due to the G.I. Bill of Rights after World War II, and our nation's recent scientific advances due to the National Defense Education Act of 1958.

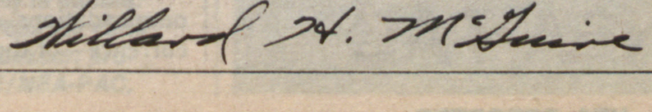
We may withhold for now our final judgments on Mr. Reagan as a President, but we must not fail to speak out on the education proposals coming from his Administration.

Clearly the proposals to demote education from cabinet rank to a "foundation," to disperse major school aid programs into other federal agencies where they will have low priority, to terminate many programs outright and fold others into block grants whose use will be left up to each state, and to further slash funding for the few big programs that remain—all this can have only one result: the weakening of America's public schools.

Meanwhile the Administration is planning to submit to Congress later this year a bill to create a new multi-billion-dollar tax expenditure in the form of income tax credits for families that choose to pay tuition to send their children to private schools.

In order to stand firm against the Reagan Administration's push to eliminate the federal role in supporting public education, your representatives in Congress need to hear from you. Let them know how a specific federal program has made a difference in *your* school, for *your* students.

Remind them that now more than ever the federal effort must continue if America is to maintain one of the keystones of national prosperity: high-quality, tuition-free, universal public education.



NATIONAL DAY OF CONSCIENCE launches year-long crusade for public education

Pearland (Texas) Mayor Tom Reid, an amateur paleontologist, teaches an earth science class at Pearland Intermediate School as part of a "celebrity teach-in" calling attention to the National Day of Conscience for Public Education.

"Today's Children—Tomorrow's Future" is the theme of a National Day of Conscience montage created by Cohasset (Mass.) High School teacher Joan Robbins' 8th grade American Studies class. Robbins (in white sweater) and her students also duplicated the Day of Conscience logo, made it into colorful paper "buttons," and gave one to every teacher in the school to wear.

Across the country, NEA members and affiliates made a cold January Sunday a "day of awakening" for a nationwide drive to preserve and defend America's tradition of tuition-free public schools.

January 17, designated a "National Day of Conscience for Public Education," was a day of news conferences, talk show appearances, speeches, marches, and quiet reflection. The occasion received major media coverage in some states. Among the hundreds of state and local activities reported:

In **Texas**, local Associations persuaded mayors to proclaim the day as an official community observance . . . Associations in **Hawaii** and many other states used paid ads in daily and weekly newspapers to get the pro–public education message across . . . the **Washington** Education Association bought advertising space on the sides of transit buses in the state's most populous counties . . . the NEA affiliate in **Pinellas County, Fla.**, prepared National Day of Conscience flyers for church bulletins . . . clergy in **Hawaii** and **Texas** delivered sermons commenting on the importance of public schools to the American way of life.

"Liberty and justice for all . . . impossible without public education. Think about it." That's the message Texans have been getting in recent weeks via a 30-second TV spot produced by the Texas State Teachers Association as part of its wide-ranging National Day of Conscience efforts.

The timing of the National Day of Conscience coincided with the opening of many legislative sessions. Teachers in **Idaho, Missouri,** and other states staged massive lobbying blitzes at their state capitols . . . local Associations such as **Nevada's Clark County** CTA brought state legislators into the classroom on Monday, January 18, as "Teachers for a Day."

Persuasive arguments by Association leaders on a **Fairhaven, Mass.,** radio talk show led the formerly anti–public school host of the show to change his opinions about public education and educators. . . The **Maine** Teachers Association honored public school alumni. . . . On the Friday before the Day of Conscience, the **Utah** Education Association publicized the Day by putting virtually every teacher in the state into a T-shirt proclaiming "I Care About Public Schools."

As we go to press, entries in the National Day of Conscience student poster contest continue to pour in from NEA local affiliates coast to coast. The winner will be announced in March. □

NEA-PAC: education's defense fund

NEA-PAC

Tens of thousands of NEA members have already contributed to the drive to build up NEA's political action arm (NEA-PAC) for this November's critical congressional elections.

Whatever your political party or preference, under federal election laws NEA-PAC is the *only* way you can pool your political contributions with those of your colleagues to help pro-education candidates for Congress—from your own state or nationwide.

NEA-PAC's current goal is to provide financial backing to every congressional candidate who earns an endorsement this year. NEA-PAC endorsements are passed on the recommendations—and require the concurrence—of the appropriate state Association body.

The NEA Representative Assembly has set $10 as the recommended annual NEA-PAC contribution per member. Contributions may be made directly to NEA-PAC, 1201 Sixteenth Street, N.W., Washington, DC 20036. In many areas members may choose to contribute through convenient payroll deductions.

Political contributions qualify for federal income tax credits—and in some states for state tax credits or deductions. You may take 50 percent of your contribution to NEA-PAC off the taxes you owe the federal government, up to a maximum credit of $50 for an individual return and $100 for a joint return.

Please note

The National Education Association Political Action Committee (NEA-PAC) collects contributions from Association members and uses these contributions to help elect friends of education to federal office. Contributions to NEA-PAC are, of course, voluntary and are not a condition of membership in NEA or any of its affiliates. While NEA recommends an annual contribution of $10 to NEA-PAC, this is only a suggestion. A member may contribute more or less than the suggested amount or may refuse to make any contribution, and this will not affect his or her membership status, rights, or benefits in NEA and its affiliates in any way. □

Political action fund drives keep the momentum building

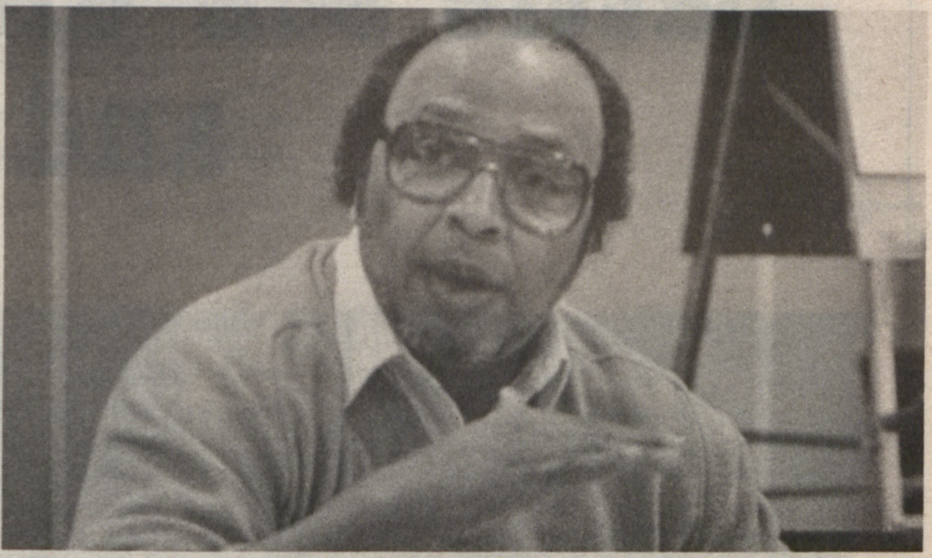
...in Washington State

FEDERAL WAY—Dividing NEA-PAC's national 1982 fundraising goal of $2,000,000 proportionally based on number of members per state, each state's "fair share" can be projected.

The Washington Education Association's proportional share is about $50,000, but its contribution so far stands at $61,000, and WEA is shooting for $90,000. "That would be enough to fund each of our nine congressional races to the $10,000 legal limit should NEA-PAC decide to do so," explains WEA President Reese Lindquist. "We want to be sure we carry our own weight."

Expressing the strong pride that WEA members take in their Association, some 20 affiliates have each contributed more than $1,000 to NEA-PAC; 12 have topped the $1,500 mark. Leading all other locals, regardless of size, is 480-member North Thurston, where 59 percent of the membership has contributed a total of $3,200.

As we go to press one other NEA state affiliate is also well ahead of the rest in meeting its proportional goals: Hawaii (fair share $12,270; contributions and authorizations so far, $17,000). Nevada, with NEA-PAC authorizations already past the $6,600 mark, is also closing in on its goal of $7,735.



Under the leadership of President Eddie Butler, Jr., the 800-member Vancouver Education Association collected an average of $12 per contributor in this fall's NEA-PAC drive, for a total 780 percent over last year's.

...in Indiana

INDIANAPOLIS—"You can't hope to achieve success by lobbying alone. You also need to help elect legislators and members of Congress who really care about public education," says Yorktown teacher Kerry Turner. "And effective help includes campaign contributions."

Concerned about the growing threats to the survival of key public school programs, she set out to organize an intensive drive in her local Association to raise funds for both the Indiana Political Action Committee for Education (I-PACE) and the NEA Political Action Committee (NEA-PAC).

The drive has been highly successful, winning contributions from every one of the Yorktown Classroom Teachers Association's 89 members.

Many locals in the Hoosier state have year-long I-PACE/NEA-PAC fund drives—such as the one in New Warrick County. New Warrick legislative chair Katherine Startin explains, "Many of us view contributing to our political action committees as more than just a good idea. It has become tantamount to *survival.*"

The New Warrick Education Association has 415 members. This year's campaign has raised $3,500 so far in cash and payroll deductions.

"We need pro-education people in the legislature and in Congress," says Katherine Startin of New Warrick County, Indiana. "The state and national Association PACs are our vehicles for helping to elect them."

"Indiana teachers are getting behind our spring I-PACE/NEA-PAC fundraising drive as a way to do something about the growing threats to the survival of public education," says Yorktown, Ind., teacher Kerry Turner.

Children of Indiana teachers make their sentiments known at evening rally after a day of intensive teacher lobbying at the statehouse in Indianapolis. Capping the rally was a candlelight march for education. Over 1,300 Association members and supporters filed past the governor's office, where they left calling cards urging adequate funds for schools.

...in Alabama

MONTGOMERY—Local governments' share of public education costs in Alabama is very small. About 75 percent of the total funding comes from the state; federal sources have made up most of the rest.

Federal and state budget cutbacks therefore threaten to have an unusually harsh impact here—giving a special urgency to the Alabama Education Association's 1982 political action campaign.

Peggy McDanal, who heads AEA's Educational Support Personnel Organization, voices the feelings of the Association's growing ESPO membership: "We're just beginning to get our feet wet in finding out the importance of political involvement for support personnel. We've learned the hard way how critical it is that we do our part to make a difference in congressional as well as state legislative races."

AEA Postsecondary Division President Callie Waldrop concurs: "Just as we wouldn't think much of ourselves if we said nothing while the schools' and postsecondary institutions' curricula were ripped to shreds, so we can't sit silent while their funding level is destroyed."

Some 3,300 political action kits have been distributed to Association volunteers throughout Alabama. The goal is to canvass every single K-12, postsecondary, and educational support member in the state. The week of February 22 was designated A-VOTE/NEA-PAC week; the fundraising campaign will climax during the AEA convention in early March. □

Alabama Education Association members look over items for sale at political fundraising bazaar during recent AEA Delegate Assembly in Mobile. Local associations across the state donated items for the bazaar; proceeds went to A-VOTE/NEA-PAC.

Texas teachers battle sex discrimination – and win!

Meeting with the press to explain how recent class action grievance brought an end to unequal compensation for male and female coaches in San Antonio are (from left) TSTA attorney Phil Hardberger and coaches Vicki Hallman, Cyndy Gardner, and Mayra Hernandez.

Denied an assistant principalship in 1977 because of her sex, Diane Garza went to court with Association backing and recently won more than $9,000 in damages.

...in San Antonio

I see the grievance here as a precedent-setting case, and one that will bring changes throughout the state," says Phil Hardberger, the Texas State Teachers Association (TSTA) attorney who represented 75 female San Antonio coaches in their struggle for equity.

Male high school coaches had been receiving $1,110 a year more than female coaches under the district's salary schedule. Male coaches at the middle school level were paid $200 more than their female counterparts.

"We knew we couldn't get anywhere individually, because we had tried," recalls high school coach Vicki Hallman.

The San Antonio Teachers Council (SATC), the TSTA/NEA affiliate here, called a general meeting of all female coaches in the district, received 32 sex discrimination complaints, and filed a grievance.

"I was afraid to file the grievance," says Hallman, "but I believed in it enough to do it. I felt I was exerting as much effort as the male coaches."

The school district attorney denied the grievance. SATC appealed and the school superintendent agreed to hold a hearing.

John Cowey, a former coach, read about the case in the newspaper and volunteered to testify. He said that he had coached female athletics only, but was paid on the male salary schedule.

After the hearings, the superintendent recommended a new supplementary pay schedule. This schedule assigns relative weight to each sport according to length of season, general skills taught, contact hours with athletes, and hours required for extra scheduled activities.

Most coaches, male and female, received increases under the new schedule; no one's pay was cut.

"We now know that as long as we follow the grievance procedure and work together through a strong local association like SATC, we will be listened to," says coach Teresa Garces. □

...in Brownsville

Diane Garza turned to the Texas State Teachers Association after she applied for the assistant principal slot at the elementary school where she was teaching, only to be told by the principal that he preferred a man for the job.

A man was hired, even though Garza had more graduate hours and was equally qualified. With TSTA/NEA support, she filed suit in federal district court charging sex discrimination.

In court, the principal testified that he knew the two candidates were equally qualified but had selected the man as "a matter of judgment."

Federal Judge George Kazen ruled that the principal "had determined in advance that he wished to hire only a man for this position, and therefore paid little or no attention to [Garza's] background and qualifications."

A principal has the right to use his discretion in choosing between equally qualified candidates, noted the judge, but not when that decision is based on unlawful criteria.

Garza, now an assistant principal at a high school in San Benito, was awarded more than $3,300 in back pay plus $6,000 in legal damages to cover "mental anguish, humiliation and travel expenses caused by the deprivation of her constitutional rights." The decision is currently under appeal. □

HIGHER EDUCATION

in the National Education Association

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What's inside

Focus on NEA Research . . . Legal victories multiply . . . DC profs uphold contract

REAGAN BUDGET GUTS HIGHER ED

An assault on student aid

WASHINGTON, D.C.—The Reagan Administration is mounting an all-out assault on federal student aid.

The 1982 budget cuts in guaranteed student loans and grants started the trend. The 1983 cuts go even deeper. And proposed federal regulations are rounding out the punch.

Ironically, these cuts come at the same time the Department of Education reports that "the primary goal of the Department of Education's postsecondary education programs in fiscal year 1981 was to increase educational opportunity. The strategy for achieving this goal involved the awarding of financial assistance to students."

This is how the Reagan Administration proposes *not* to meet that goal:

► Cut Pell grants for needy students from the current $2.6 billion to $1.4 billion, knocking one million students off the rolls. Only families earning less than $14,000 would be eligible.

► Cut $1 billion in college work study and remove 250,000 student job opportunities.

► Cut all graduate students—about 600,000 or half of those enrolled—out of the guaranteed student loan program where they obtain loans at 7 or 9 percent.

► Other proposed GSL changes would add 19 percent to an undergraduate's loan indebtedness and 67 percent to a graduate student's.

"When he was governor of California, Ronald Reagan was quoted as saying 'education is not a right; it is a privilege.' This budget makes that premise a painful reality," says Roxanne Bradshaw, chair of the NEA Higher Education Committee.

In 1983, the Reagan budget would make it impossible for a graduate student to receive a guaranteed student loan.

The Department of Education has proposed regulations to bar 800 colleges with National Direct Student Loan (NDSL) default rates exceeding 25 percent from getting any new federal money.

NEA and Student NEA are challenging the proposed rules.

The NDSL program provides federal funds to institutions to loan at a 5 percent interest rate to low-income students.

Under the new regulations, some 1,700 schools with default rates between 10 and 25 percent would find their NDSL funds reduced by the amount of money the schools failed to collect from student borrowers.

In 1981-82, 780,000 students borrowed about $830 apiece under NDSL, and 3,500 institutions received $186 million.

Many of the schools with high default rates enroll predominantly low-income students. These regulations would hurt the very low-income student the program was designed to help.

Congress realized that many banks lending under the guaranteed student loan program wouldn't lend to low-income students who might be considered a bad credit risk. NDSL was intended to make sure they got loans.

Student enrollment had been declining until 1980. That trend was reversed as more middle income students became eligible for federal aid.

The crisis in student aid is causing unprecedented cooperation among higher education organizations. College administrators now realize that they must become politically active to stop the Reagan attack.

The NEA congressional contact team network of member lobbyists in every congressional district is working right alongside NEA government relations staff to stop the Reagan assault on higher education. □

21 higher education programs eliminated

WASHINGTON, D.C.—The Reagan Administration is using its proposal to demote the Department of Education to a foundation as a means to eliminate 21 higher education programs.

This proposal is reflected in the Administration's 1983 budget.

NEA is working to retain the Department which was established in 1980 to give more visibility and support to the federal role in education.

The proposal transfers 31 programs to other agencies with related programs, consolidates 105 programs into 37, and eliminates 23 programs.

Most of the terminated programs were reauthorized only two years ago under the Higher Education Act of 1980.

NEA believes that the program terminations are nothing less than an assault on federal support to higher education and an attempt to legislate through reorganization. □

Higher Education Programs Scheduled for Termination	Funding Under 1982 Continuing Resolution (in millions)
Fellowships for graduate and professional students	$ 8.6
Research libraries, college library resources, training and development	8.5
Public Service Grants and Fellowships	1.9
Aid to Land Grant Colleges (Morrill Act)	2.8
State Student Incentive Grants	73.6
Cooperative Education	14.4
Legal Training for the Disadvantaged Cooperative	.96
Educational Outreach	(2.2, FY '81)
Migrant College Assistance	1.1
Migrant high school equivalency	5.8
Law School Clinical Experience Program	.96
Veteran's Cost of Instruction	4.8

Runoff set in California

LOS ANGELES—Last month California State University faculty and professional staff came one step closer to collective bargaining.

In the long-awaited representation election, the Congress of Faculty Associations (CFA)—an affiliate of NEA, California Teachers Association, American Association of University Professors, and California State Employees Association—won 41 percent of the vote.

But since neither CFA nor the competing American Federation of Teachers (AFT) affiliate took a majority of the ballots cast, there will be a runoff election in early April.

"I'm pleased that the California faculty have chosen collective bargaining," says CFA President William Crist, an economics professor at the Stanislaus campus. "And I'm optimistic that we can win the runoff."

Some 19,000 faculty—from 19 campuses—will be eligible to vote in the runoff. The size of the unit makes the upcoming vote the largest single collective bargaining election in which NEA has ever been involved.

The university system's professional staff—1,300 strong—will also be voting again for a bargaining agent in April. CFA is opposing the AFT affiliate. □

No Yeshiva in Alaska

ANCHORAGE—The Alaska Labor Relations Agency (ALRA) has held that faculty at the University of Alaska have the right to bargain collectively even though they may have a substantial collegial voice in operating the university and in making policy.

This decision is significant because it is the first time a state agency has squarely decided the applicability of the Supreme Court's 1980 decision in *National Labor Relations Board v. Yeshiva University* to public university faculty.

The Associated Faculty of the University of Alaska, an NEA and Alaska Education Association affiliate, seeks to become the collective bargaining agent for 500 faculty on three campuses. Ballots were mailed last month and will be counted this month. □

At the University of the District of Columbia

Faculty contract stronger than master plan

University of the District of Columbia Faculty Association board members head towards a meeting to discuss the latest contract negotiations. From left to right: Paul Bachman, associate professor, College of Business; George Zachariah, UDCFA president; Elma Redfern-Moore, associate professor, College of Education and Human Ecology; and Sylverna Bardwell, librarian. Daria Winter, English instructor and NEA director, and Michael Smith, professor, College of Physical Science, Engineering and Technology, are in the rear.

WASHINGTON, D.C.—The University of the District of Columbia (UDC) opened its doors in 1977 after Congress decided that the District needed an urban, land-grant institution that was comparable to the public higher education institutions in the 50 states.

The new university was created by merging three existing public higher education institutions—D.C. Teachers College, the four-year Federal City College, and the two-year Washington Technical Institute.

"It felt good to be involved in the birth of a brand-new institution," says Sidney Hall, a charter faculty member at Federal City College when it opened in 1968 and later at UDC.

"If you wanted to become involved, you could," adds Hall, who is now director of physical education. "The bureaucracy wasn't so entrenched. Things weren't so stiff."

Federal City faculty had already been organized and immediately started organizing a new Association at the new university.

In 1978, the University of the District of Columbia Faculty Association (UDCFA) was certified as the exclusive representative for faculty.

Bargaining was long and hard, but the UDCFA ratified its first contract in September 1980.

Just last month, UDCFA—with NEA legal assistance— won an arbitration to enforce that contract and to serve real notice to the administration that a contract signals the end of unilateral administrative action.

The problems had begun after the UDC president decided that the university should have a 15-to-1 student–faculty ratio in accordance with his master plan for the new university's development.

The president began soliciting recommendations for cuts in faculty and librarian positions in October 1980—before the trustees had approved the master design and four months before they had passed the first reduction-in-force (RIF) plan.

UDCFA president George Zachariah and Michael Smith, professor in the College of Physical Science, Engineering and Technology, review the arbitrator's award upholding the faculty contract's reduction-in-force provision.

UDCFA argued that the RIF violated the collective bargaining agreement, which stated that a RIF must be based on bona fide financial exigency or a discontinuance or curtailment of a university department, program, or function.

The arbitrator found that the trustees agreed to the RIFs to adhere to the master plan's 15-to-1 ratio, and not out of any need to discontinue or curtail any department, program, or function as recommended by the plan.

Last year, a total of 40 faculty and librarians were RIF'd. Thirty-seven of those accepted severance pay, were rehired in different positions, or were reinstated prior to the arbitrator's decision.

The three faculty who refused to accept the administration's offers have now been reinstated with back pay. □

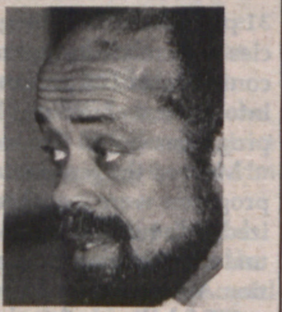
A majority higher ed state affiliate

WASHINGTON, D.C.—The District of Columbia is unique. And so is the NEA "state" affiliate here—DC-NEA.

"We're the only state Association where higher education is in the driver's seat," says DC-NEA president Sidney Hall, a physical education professor at UDC.

Seventy percent of the active DC-NEA membership are members of the higher education local, the University of the District of Columbia Faculty Association (UDCFA).

"When you think of the United Teaching Profession in its true sense, higher education members and K-12 members have to be concerned about each other's needs."
Sidney Hall,
president, DC-NEA;
past president,
UDC Faculty Association



"We have two locals in our 'state.' Only one—UDCFA—bargains and has a contract," says Hall. The other local is the Classroom Teachers Association, for members at the K-12 level.

"It's relatively easy for the higher education members to have access to Association governance because we are the driving force," Hall says.

The NEA director and NEA-PAC representative are UDCFA members.

"Ideally, I'd like to see us take back K-12 representation rights from the American Federation of Teachers," Hall adds. "I'm not concerned about the numbers game, whether higher education or K-12 has more members. I'm concerned about developing a strong Association." □

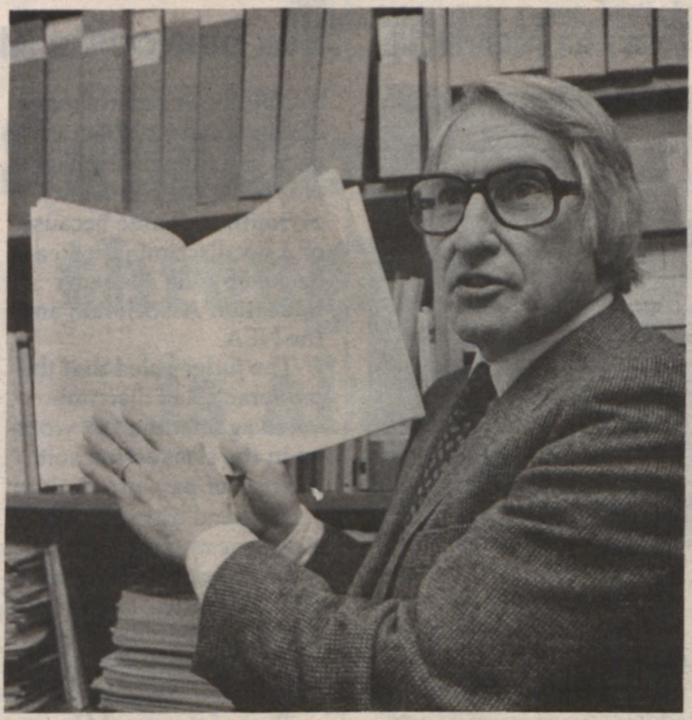
NEA RESEARCH WORKS FOR FACULTY

Research is highly important to higher education faculty. It is equally important to NEA.

NEA Research exists to serve the members by providing information that helps faculty improve their working conditions.

The NEA Research network is unmatched by any higher education faculty organization. NEA provides information to state and local association leaders and staff.

This is a compilation of the many services that NEA Research offers to higher education faculty. NEA publications will continue to highlight these reports. Two nationwide faculty salary studies are scheduled for publication later this month and will be mailed to the presidents of all higher education affiliates. □



NEA researcher William Graybeal, who specializes in higher education research, explains how faculty can use the data in a recent research report to provide strength at the bargaining table, influence the campus administration, or promote their position before the state or local funding agency.

'A trailblazing effort'

NEA was the first national higher education organization to conduct a national survey of faculty salaries and salary schedules.

The NEA Research Bulletin on *Salary-Schedule Provisions or Salaries Paid in Degree-Granting Institutions, 1952-53* was "a trailblazing effort," says NEA higher education researcher William Graybeal.

NEA's second national higher education report was *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56*. A few of its introductory statements are true today:

"It is clear that much of the instructional load is being carried by dedicated men and women whose contributions to our educational progress are not now fairly recognized.

"The battle to strengthen the salary structure of higher education lies ahead."

Retirement

Staff specialists in retirement plans are available to provide consultation and information about higher education plans.

Bargaining/contracts

Contract file: higher education contracts are kept on file for use in preparing summaries and responding to requests from local Associations.

Budget analysis: A higher education institution's budget can be analyzed by computer to determine the institution's spending patterns and the accuracy of its budget projections.

"Often, an institution won't give the bargaining faculty its data on local receipt and expenditure patterns. We buy the computer tape from the National Center for Education Statistics and send that information right out to the faculty," says NEA researcher William Graybeal.

Negotiations priorities survey: assesses faculty priorities for negotiations or Association objectives. The local or state Association determines the survey questions; NEA Research prints the questionnaire and tabulates the results.

"We used the negotiations priority survey in bargaining our first contract because we wanted it to reflect the members' priorities. The survey gave us a good picture of their feelings on agency fee.

" 'Rankings of the States' helped us appeal to the press and to the public to put pressure on the administration. We found out that Maine had a per capita income ranked 38th among the states, but faculty salaries were 49th out of 50."

—*C. Stewart Doty, history professor*
Associated Faculty of the University of Maine

Arbitration

Arbitration: NEA Research conducts computerized searches of the files of the American Arbitration Association awards in higher education. Each state Association has a microfiche copy of the awards. Also, Research provides information to assist a local in evaluating a potential arbitrator's past performance.

Surveys and special studies

Staff Satisfaction: assesses faculty satisfaction with a variety of characteristics and conditions of their employment. The local can tailor the questionnaire to its needs, and NEA Research tabulates the results. An obvious aid in identifying areas of faculty concern.

Faculty Status and Opinions: a periodic nationwide survey of higher education faculty about their status and their opinions and expectations of professional organizations. One survey is directed to NEA higher education members, another to a sample of all higher education faculty.

Contract compliance: helps locals determine the degree of compliance with the negotiated contract and the faculty's knowledge of contract provisions.

Local Association program survey: aids the local in determining member satisfaction with its programs.

Faculty compensation

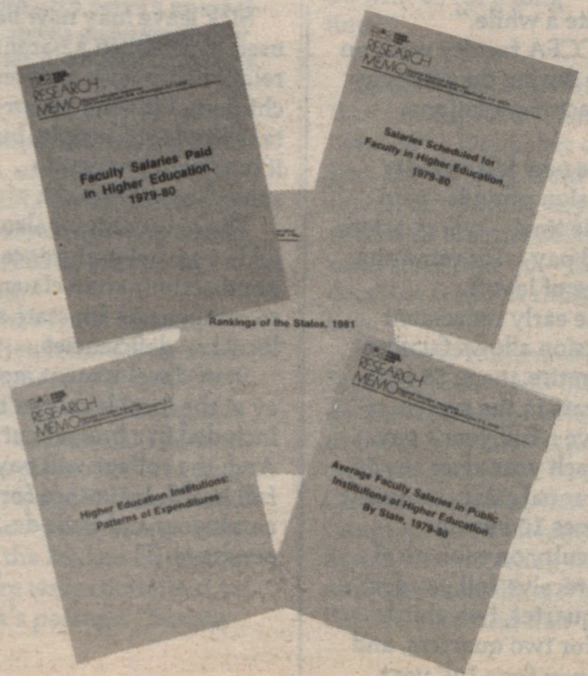
Salaries Scheduled for Faculty in Higher Education: an annual publication summarizing the status and trends in scheduled salaries in higher education institutions, based on information obtained directly from those institutions. An institution-by-institution breakdown is available on request.

Faculty Salaries Paid in Higher Education: an annual survey summarizing the national faculty salary tables that are available from the National Center for Educational Statistics. The NCES tables are modified to fit NEA needs and to improve the member's understanding. Faculty salary averages in specific institutions are available on request.

Average Faculty Salaries in Public Institutions of Higher Education by State: an annual publication of summary information that is not available from any other source. The report includes other data that is useful in reviewing the adequacy of the average faculty salary in a particular state.

Prices, Budgets, Salaries, and Income: a semi-annual compilation of up-to-date statistics on various economic indicators such as salaries, prices, costs, incomes, budgets, etc. The information aids in evaluating current salaries and providing data to assist in organizing for salary improvements.

Higher Education Institutions: Patterns of Expenditures: a periodic summary of institutional spending in such areas as instruction, research, public service, academic support, student services, institutional support, and plant operation. Data on specific institutions is available on request.



Rankings of the States: an annual publication providing a comprehensive review of state statistics and rankings on economic, financial, demographic, educational, and related variables where comparable information is available for each of the states. The report helps campus affiliates anticipate the type of information the administration will use at the bargaining table.

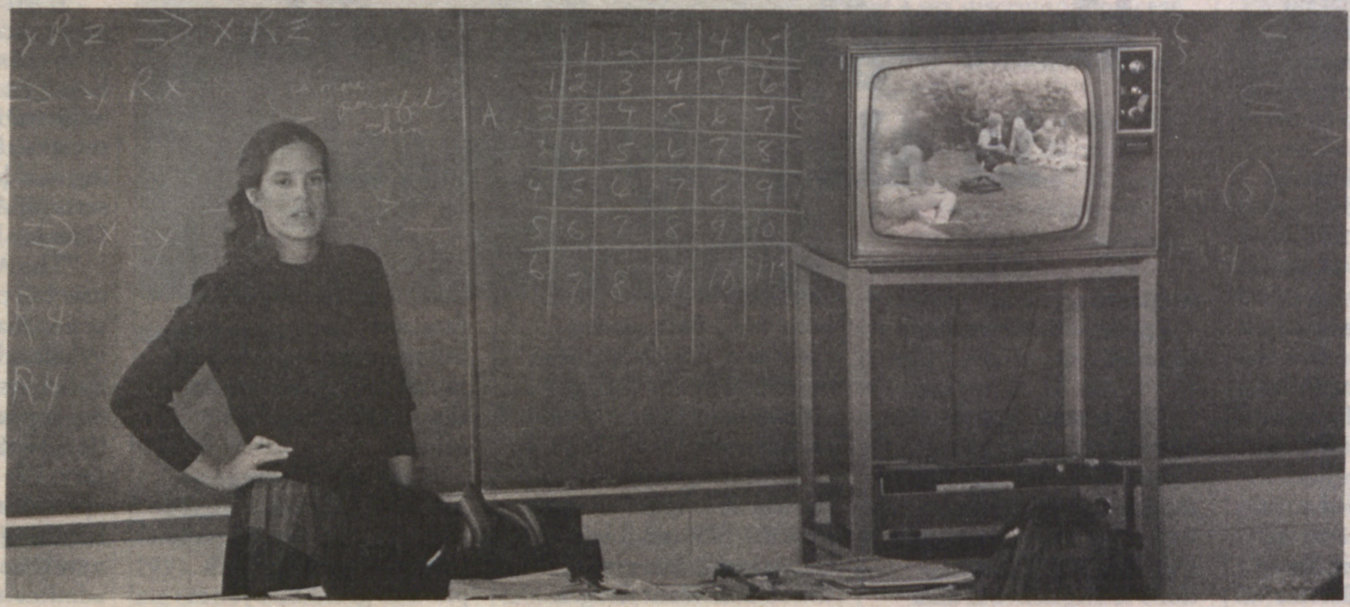
Fringe Benefit Coverage and Expenditures for Faculty in Public Institutions of Higher Education: a periodic review of spending trends in fringe benefits.

Computer coop network

Every state Association has a computer terminal that is on-line with the data base at NEA Research. Each state and local affiliate will soon have easy access to the statistical data that is necessary for local Association planning and bargaining.

TV/RADIO TIPS

'Tuned In': teaching kids a better way to watch TV



Louisville, Ky., middle school students help pilot test a "Tuned In" episode with program developer Barbara Myerson Katz. "TV isn't going away," she says. "If anything, it's becoming more pervasive. We have an obligation to teach kids how to use it."

NEW YORK, N.Y.—A new series designed to equip children with the insights they need to become more alert and selective television viewers will debut next month on public television stations across the country.

"Tuned In" is the first TV series ever produced in total partnership with the NEA (through the Association's nonprofit National Foundation for the Improvement of Education). NEA members and staff have been involved in the WNET-TV series since its inception, serving as instructional advisors, fundraisers, researchers, technical assistants, and evaluators.

Helping to iron the wrinkles out of the series as it took shape were more than 1,000 students and their NEA teachers in Louisville, Ky., Watertown, Mass., and seven other cities where "Tuned In" was field-tested.

The series consists of 10 dramatic programs, each 15 minutes long, about a ninth grade language arts class assigned to produce its own television show. Designed for in-school viewing by grades 6-8, "Tuned In" is based on "critical viewing skills" materials developed earlier by WNET-TV with a grant from the U.S. Office of Education—materials used at several NEA-IPD regional conferences.

In one segment a student tells a TV technician, "The more I see how shows are put together, the more I see how unreal TV can be. . . . There are so many tricks I never thought about, ways of changing how things seem."

The technician explains, "That's why, when you watch TV, you have to be skeptical. . . . A skeptic is always asking questions."

Public television stations will broadcast two episodes of "Tuned In" each week for five weeks, beginning Monday, April 19; check local listings for dates and times. The series will be repeated next fall.

NEA is now mailing a study guide —with discussion questions, activity ideas, and additional resources to help social studies, language arts, and other teachers integrate "Tuned In" into their classrooms—to all UniServ offices for distribution to all local Associations. The guide was edited by Christine Walkins, a middle school teacher and New Jersey Education Association/NEA member in Chatam Township, New Jersey.

Additional copies of the "Tuned In" guide are available from WNET-TV Education Services, 356 West 58th Street, New York, NY 10019. □

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Skeezer—*NBC-TV, Sunday, March 14 and Sunday, March 21, 7-8 p.m. ET.* Karen Valentine stars in a poignant, two-part "Project Peacock" special. An abandoned puppy about to be humanely destroyed is rescued by a caseworker at a home for emotionally disturbed children. Two severely traumatized children begin to respond to Skeezer's particular brand of "canine therapy." Teachers' guides are available from local NBC stations.

Oliver Twist—*CBS-TV, Sunday, March 21, 9-11 p.m. ET.* New adaptation of the Dickens classic, starring George C. Scott as Fagin and Richard Charles as Oliver Twist.

The National Crime and Violence Test: Robbery, Burglary, and Theft—*Sunday, March 28, syndicated (check local listings for station and airtime).* The first in a new series of audience participation specials showing the circumstances that attract various forms of criminals and the preventive measures that should be taken. Personal inventory questions test viewers' knowledge and judgment about the situations featured.

The Gymnast—*ABC-TV, Wednesday, March 31, 4:30-5:30 p.m. ET.* "ABC Afterschool Special" presents a story about going the distance and learning to live with competition. In a bid to transform her raw talent as a gymnast into world class competitive form, 16-year-old Ginny Coker learns that sometimes talent is not enough unless accompanied by a belief in oneself.

CBS Radio Mystery Theater—*Monday through Friday, usually 10-11 p.m. ET (check local listings for station and airtime).* Dramatic, suspenseful radio dramatizations of mystery stories, narrated by Tammy Grimes.

Betcha Don't Know—*NBC-TV, Saturday mornings and during "Little House on the Prairie," "Father Murphy," and "Special Treat."* 30-second humorous information messages, produced by Children's Television Workshop, answer such questions as "why do zebras have spots?," "why does popcorn pop?," and "what are identical twins?" For families with children age 6-11.

Adventures of Black Beauty—*Nickelodeon children's cable channel, Monday through Friday 4:30-5 p.m. and 7:30-8 p.m. ET, Saturdays 3-3:30 p.m. and 7:30-8 p.m. ET, Sundays 2-2:30 p.m. and 7:30-8 p.m. ET.* Continuing episodes of a 52-part series adapted from the classic children's novel. Filmed in England; costumes, props, and performances are meticulously true to the 19th century. □

Journey to Survival—*CBS-TV, Tuesday, April 6, 4:30-5:30 p.m. ET.* "CBS Afternoon Playhouse" presents an adventure drama about a group of troubled teenagers enrolled for rehabilitation in a wilderness encounter project. The group is soon fragmented by competition, and the ensuing hostility only endangers the well-being of everyone. The youngsters discover that their survival depends more on cooperation than on personal heroics.

A Dickens classic comes to life in "Oliver Twist," a two-hour drama to be televised Sunday evening, March 21, on CBS stations.

Ground Zero Week: a time to think about the unthinkable

WASHINGTON, D.C.—Add nuclear war to the list of taboo subjects nobody's been talking much about lately. An organization called Ground Zero plans to change that.

During Ground Zero Week, April 18-25, Americans will be urged to educate themselves about the threat of nuclear war. NEA was one of the first organizations to endorse the efforts of Ground Zero—a Washington-based educational group which is strictly nonpartisan, leaving political action to others.

The term "ground zero" refers to that concentric territory nearest to the center of a nuclear explosion where complete and utter destruction takes place.

A Gallup poll conducted last September found that 68 percent of the American people believe there is "some chance" of an all-out nuclear war between the United States and the Soviet Union within the next 10 years. Some 71 percent believe that if the U.S. goes to war with the Soviet Union, we will fire nuclear weapons at each other. Only 9 percent believe they personally would have a good chance of surviving all-out nuclear war.

Ground Zero Week offers teachers and students an opportunity to deal openly with their fears and concerns and to become better informed about the threat of nuclear war.

A curriculum guide offered free to teachers by Ground Zero provides 10 lesson plans adaptable for junior high through college level. Topics include the evolution of nuclear weapons from the Manhattan Project to the neutron bomb; the effect of politics, economics, psychology, and cultural differences in starting a nuclear war; personal and national security; nuclear proliferation; and negotiation of nuclear arms limits.

The curriculum guide may be ordered from Ground Zero, 806 Fifteenth Street, N.W., Suite 421, Washington, DC 20005, or by calling Pamela Burns at 202/638-7402.

Other materials available from Ground Zero:

- *Nuclear War: What's in It for You?* (paperback, $3.50 including postage and handling; $2.95 in many bookstores)
- A 10-minute videotape featuring observations on nuclear war by the famous and the not-so-famous (available in VHS, Betamax, or ¾-inch tapes, $40)
- A slide show and written script on the relative nuclear strength of the U.S. and the Soviet Union (approximately 70 slides, $10)
- A 90-minute audio cassette featuring Dr. Roger Molander, executive director of Ground Zero and a former member of the National Security Council ($5). □

GROUND ZERO
WEEK
A NATIONWIDE WEEK OF NON-PARTISAN, COMMUNITY-BASED DISCUSSIONS AND EVENTS DESIGNED TO EDUCATE AND INVOLVE THE AMERICAN PEOPLE ON THE ISSUE OF NUCLEAR WAR.
APRIL 18-25, 1982

Resolution expresses official NEA stand

Realizing the danger of war in a nuclear age, the National Education Association has long supported efforts toward world peace. NEA Resolution H-8 states in part:

"The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, may be basic to the survival of civilization.

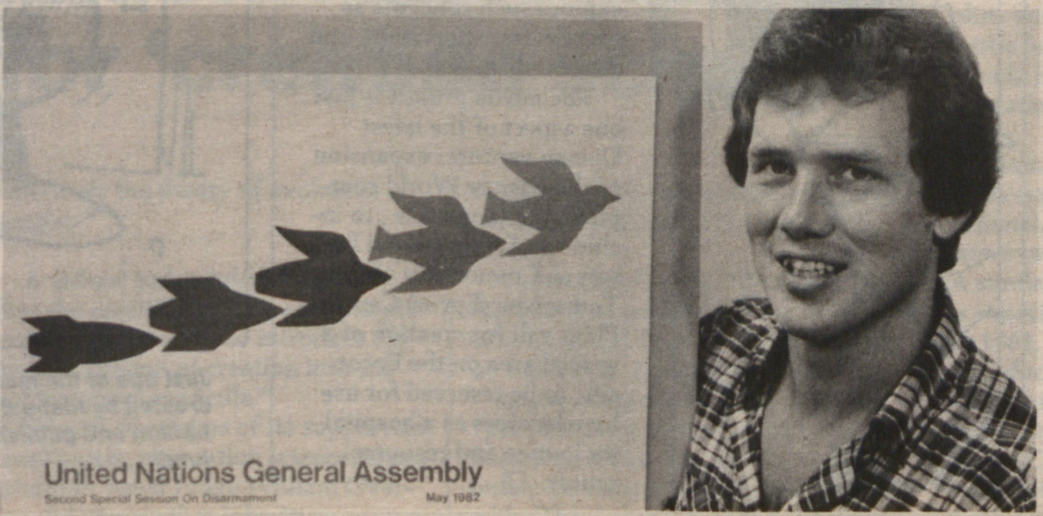
"The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear war and free resources for important domestic problems."

NEA member honored for disarmament poster

ELKHORN, WIS.—Elkhorn Area High School art teacher Ric Hartman has won honorable mention in a United Nations poster competition on disarmament.

Hartman created the design as part of a class assignment—he's working on a double master's degree in art education and graphics at the University of Wisconsin.

The 27-year-old NEA member's design was chosen over 200 entries from the United States. As the U.S. winner, Hartman's poster then competed against 66 other nation's top entries, winning one of only five awards. □



Ric Hartman set the type for his award-winning poster by hand and, from quality rag paper, cut out the images of a red bomb metamorphosing into a pale blue dove, symbol of peace.

KANSAS: Governor backs K-NEA call for binding arbitration

TOPEKA—Governor John Carlin has agreed to introduce legislation this year providing binding arbitration as a way to achieve equity and finality in teacher–school board negotiation impasses.

Carlin says he supports the 11 recommendations of a blue-ribbon citizens committee he named last spring at Kansas-NEA's suggestion to study the state's 1971 Professional Negotiations Act. The primary recommendation of the bipartisan committee was for binding arbitration to be added to the law, with the arbitrator choosing either the teachers' or school board's "last best offer."

Under the current one-sided law, in the few districts that become deadlocked, boards can simply ignore factfinders' recommendations and issue unilateral contracts—as was done this year in Topeka and elsewhere.

Hailing the governor's acceptance of the committee's recommendations, K-NEA President Nancy Lindberg calls binding arbitration "the only equitable solution possible except for allowing teachers the right to strike—an option the committee did not favor."

K-NEA recently hired an independent research group to survey Kansans on the question. Two of every three were found to favor binding arbitration of teacher–board disputes.

While Governor Carlin is a Democrat and both houses of the legislature are controlled by Republicans, the issue is not a partisan one. Many Republicans advocate binding arbitration, including Attorney-General Robert Stephan. □

SOUTH DAKOTA: Association, governor work together to boost support for schools

PIERRE—The South Dakota Education Association's 1978 endorsement of William Janklow for governor took many observers by surprise—especially those who assumed "automatic" endorsement of Democratic candidates.

Republican candidate Janklow was "a straight shooter who told us where he stood, what he supported, and what he opposed," recalls SDEA President Dianna Miller. "We worked for him because he supported education."

Now, after three years in office, Janklow remains a consistent advocate for students and teachers. A 42-year-old lawyer and railroad owner who never graduated from high school, he continues to fight to keep his campaign commitment: increasing state aid to education.

State support of local schools has almost doubled since Janklow took office—"a truly significant achievement in light of the fact that South Dakota has no income tax and relies almost exclusively on the sales tax for state revenue," SDEA's Miller notes. "The governor clearly has education high on his priority list."

Janklow refuses to be labeled as strictly conservative or liberal. "I don't think you should put a politician into those tight little boxes," he argues. "I sincerely believe this state has an obligation to provide the best education possible to our young people. In addition, every dollar that we send back to local schools is a dollar they don't have to raise in local property taxes, and it's a dollar state government can't spend and grow on."

In other SDEA-backed moves, Janklow has increased the accountability of the state education agency and established teacher control of the state professional practices and standards commission. At press time his latest proposal for another increase in state aid to schools was pending before the legislature. □

South Dakota Governor William Janklow won SDEA's political endorsement in 1978 for his promise to support education—a campaign pledge he has fulfilled many times over.

CALIFORNIA: L.A. teachers help create a 'new generation' of learning materials

LOS ANGELES—NEA and its local affiliate here, the United Teachers of Los Angeles, are providing advice to a division of Walt Disney Productions as it develops innovative educational media tools to "bring tomorrow into today's classroom."

The new materials, still in the planning stages, will help teachers and students explore such concepts as energy, transportation, and communications.

The media project is just one aspect of the latest Disney venture: expansion of the Disney World complex in Orlando, Fla., to include an Experimental Prototype Community of Tomorrow (Epcot) Center. Plans call for creation of a special area on the Epcot site, to be reserved for use by educators as a hospitality lounge and resource center. □

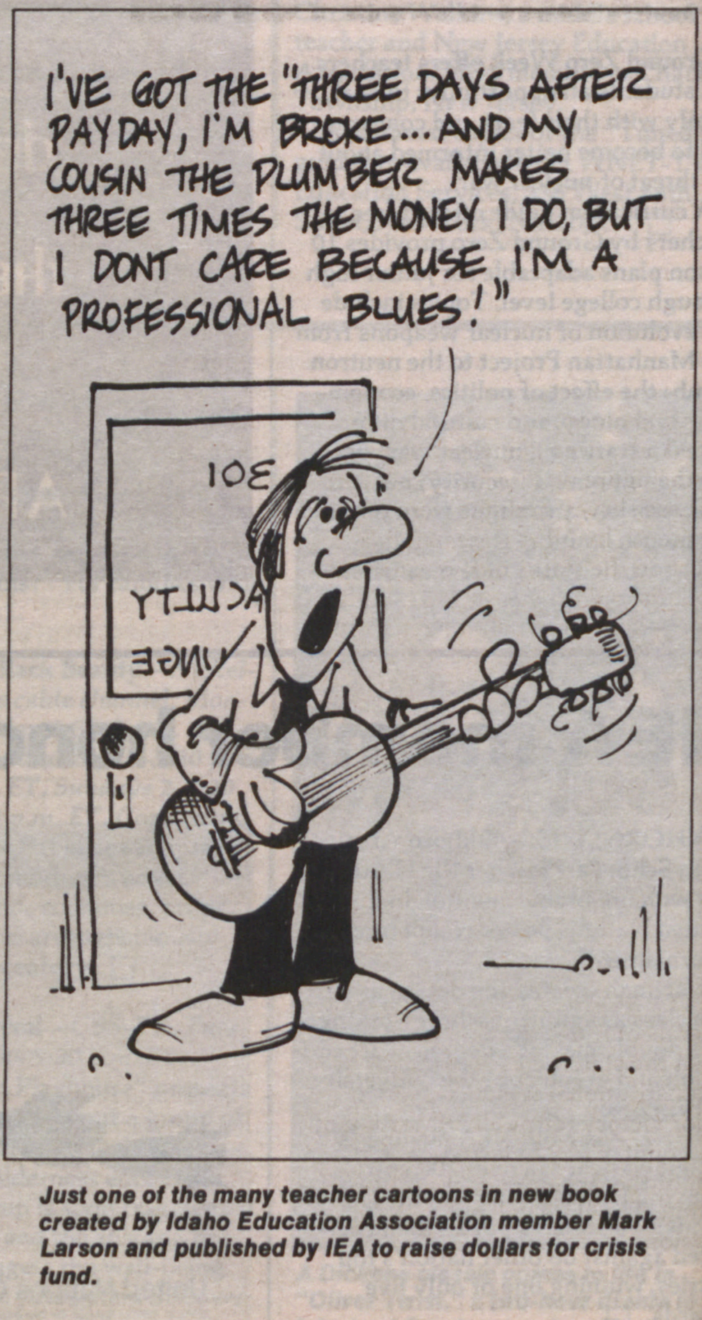
IDAHO: a book full of laughs raises $$$ for IEA crisis fund

MOUNTAIN HOME—Idaho Education Association (IEA/NEA) member Mark Larson, an American government teacher here, has created a book of cartoons about situations any teacher will identify with.

IEA is now selling the book to raise money for its new crisis fund, designed to assist locals in major financial emergencies.

Drawn and lettered by Larson, the 76-page *Teaching Are Fun* was printed by IEA member Dale Klipz, who moonlights by running a printshop here.

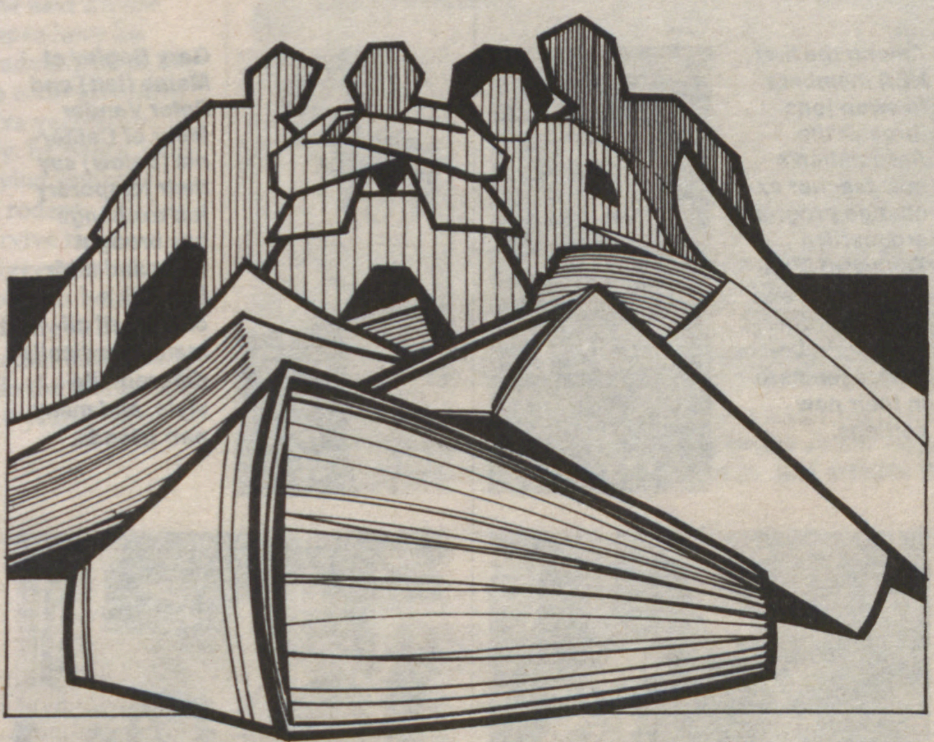
Copies of *Teaching Are Fun* may be ordered for $3.00 each from IEA at 620 N. 6th Street, Box 2638, Boise, ID 83701. IEA will pay the postage on prepaid orders. □



Just one of the many teacher cartoons in new book created by Idaho Education Association member Mark Larson and published by IEA to raise dollars for crisis fund.

Supreme Court will decide

Do school boards have the right to ban books from school libraries?



LEVITTOWN, N.Y.—When the school board banned nine books from school libraries in this Long Island community's school district in 1976, Steven Pico and four other students objected that their First Amendment rights were being violated. With the help of the American Civil Liberties Union, they have fought their case all the way to the Supreme Court.

NEA recently filed a friend-of-the-court brief backing the students. NEA General Counsel Robert Chanin notes that *Board of Education, Island Trees Union Free School District No. 26 v. Pico* is the first school library book-banning case ever to come before the Supreme Court.

"With censorship of school library books on the rise across the U.S. in recent years, it is essential that the nation's highest court affirm the fundamental right of freedom of inquiry and thought in the public schools," Chanin explains.

NEA's legal brief argues that the First Amendment guarantees of free inquiry, free thought, free belief, and free expression "would mean little if school authorities could nip debate in the bud by imposing an ideological orthodoxy on our nation's youth."

The books banned in Island Trees—many of them minor classics—were Bernard Malamud's *The Fixer*, Kurt Vonnegut's *Slaughterhouse-Five*, Piri Thomas's *Down These Mean Streets*, Eldridge Cleaver's *Soul on Ice*, the anonymous *Go Ask Alice*, Alice Childress's *A Hero Ain't Nothing But a Sandwich*, Desmond Morris's *Naked Ape*, and two anthologies—*Best Short Stories by Negro Writers* and *Reader for Writers*.

The nine titles were banned because they appeared on a list of books deemed objectionable by a self-proclaimed conservative group called Parents of New York-United. A school board press release explaining the removal of the books from the libraries stated that they contained "material which is offensive to Christians, Jews, Blacks and Americans in general," as well as "obscenities, blasphemies, brutality and perversion beyond description."

In the decision now being appealed by the school board to the Supreme Court, the U.S. Second Circuit Court of Appeals ruled in favor of the students, remanding the case back to the district court for trial on the school board's allegedly unconstitutional motives in banning the books. ☐

NEA surveys reveal changing profile of American public school teacher

WASHINGTON, D.C.—Nearly 50 percent of the nation's public school teachers now hold either a master's degree or six-year diploma. This figure reflects a dramatic increase in average professional preparation level over the past two decades. Twenty years ago only 23.5 percent of teachers had earned advanced degrees; ten years ago the figure was just 27.5 percent.

These survey findings were released last month by NEA Research in a report on the status of the American public school teacher in 1981. Similar surveys have been conducted every five years since 1961. Comparing the findings for this 20-year span provides a fascinating glimpse into the changing profile of the "typical" American teacher.

Among the highlights of the new report:

► Teachers' average (mean) age declined from 42 in 1961 to 36 in 1976. But by 1981 this 15-year trend had been reversed and the mean age had risen to 39. In 1966, 34 percent of teachers were under age 30; by 1981 only 19 percent were that young.

► Mean class size for nondepartmentalized elementary teachers declined from 29 in 1961 to 25 in 1971 and has remained steady at 25 ever since. For secondary and departmentalized elementary teachers, mean number of pupils per class has slowly but steadily decreased from 27 in 1961 to 23 in 1981.

► Teacher salaries rose more rapidly than the Consumer Price Index from 1961 to 1966 and from 1966 to 1971. In the last 10 years, however, teachers have lost considerable buying power. While the mean salary has increased by 86 percent since 1971, the CPI has jumped 120 percent. Teachers' mean annual contract salary for 1980-81 was $17,209.

► Less than half (46 percent) of the teachers surveyed said they would "certainly" or "probably" choose teaching as a career if they had it to do over again—down from 74 percent in 1971 and 64 percent in 1976. The percentage of teachers who say they would "probably" or "certainly" *not* choose teaching again has climbed from 13 percent in 1971 to 19 percent in 1976 to 36 percent in 1981.

► The mean number of hours per week devoted to all teaching duties has not changed significantly between 1961 (47.3 hours) and 1981 (45.9 hours).

► Nearly 81 percent of teachers are now homeowners, up from 67 percent in 1971.

► Teachers reporting membership in a religious group decreased from 86 percent to 75 percent between 1966 and 1976, and then increased again to 78 percent in 1981.

► The only other type of community or civic organization to which a majority of teachers belong continues to be the parent-teacher association, with 57 percent of teachers reporting membership (down from 78 percent in 1966). ☐

Court strikes down law requiring equal time for 'creation science'

LITTLE ROCK, ARK.—The recent federal court decision here striking down the state's creationism law as unconstitutional was hailed as "a major victory for public education in this country" by Lyle French, president of the Arkansas Education Association. The state will not appeal the decision.

AEA joined in the suit challenging the law, which would have required a "balanced treatment" of creationism whenever the theory of evolution is taught.

A federal judge ruled in January that the creationism law was "simply and purely an effort to introduce the Biblical version of creation into the public school curricula."

Despite the claims of its supporters, creationism, or creation science, is not scientific, ruled Judge William Overton: "A theory that is by its own terms dogmatic, absolutist, and never subject to revision is not a scientific theory."

Comments French, "The First Amendment principle of separation of church and state has been upheld, as well as our freedom to think."

In pursuing the lawsuit, AEA has "protected our members from the harassment that was certain to come under the creationism statute," French adds. The Association also welcomes the opportunity to focus public attention back on more important educational issues, such as student discipline and teacher pay. The creationism battle has "diluted public energy that should be addressing real problems in education," says French.

Meanwhile, the day after the Arkansas law was declared unconstitutional, the Mississippi state senate approved a virtually identical statute. A similar creationist law in Louisiana is expected to go to trial this spring. In 1981, creationist legislation was introduced in 15 states; legislators will continue to grapple with the issue this year. Ultimately, the U.S. Supreme Court may have to resolve the constitutionality of equal-time creationist statutes. ☐

Montana to Hawaii, Maine to California

NEA members swap schools, sample new vistas

"A big culture shock it certainly was," says Montana teacher Marilyn Tanner, remembering her arrival last September in Hilo, Hawaii.

"The school population here is 30 percent Japanese and includes Koreans, Filipinos, Chinese, and Hawaiians," she explains. Tanner's middle school students in Ronan, Mont., had been two-thirds Caucasian, one-third American Indian.

Tanner has switched jobs for the current school year with Royal Gardner, history and social studies teacher at Waiakea High School. The two found out about each other through NEA's Teacher Exchange Computer Listing. They worked out their exchange through letters and phone calls.

Both teachers were somewhat apprehensive about the venture, once the decision had been made. Gardner admits, "Having taught the past 13 years in Hawaii, I had become accustomed to the subtle differences in the island schools. I wasn't sure what it would be like to teach again on the mainland."

Tanner reveals that when she walked into her classroom in Hilo she experienced the same insecurity she had once felt as a first-year teacher. Her school in Montana numbered 300 students; the student body at Waiakea High totals 1,500. In western Montana, Tanner's ethnic roots were similar to those of a majority of her students. In Hawaii, she is a member of a racial minority.

Getting used to the bureaucracy of a much larger school took some doing. "I found the paperwork awesome at first," Tanner says.

A 1969 graduate of the University of Montana, Tanner has been an NEA/Montana Education Association member throughout her 12 years of teaching. A girls' track team coach, she has also served as negotiator and secretary-treasurer for the Ronan-Pablo Education Association and represented her local at four MEA delegate assemblies.

Royal Gardner is a graduate of Brigham Young University and a former Peace Corps volunteer. Part of his Peace Corps training took place in Hilo, where he learned Malay and did some student teaching in one of the local schools.

Upon completion of his Peace Corps stint in Malaysia, he returned to his home state of Utah to teach for two years, then went back to Hawaii.

"Asian culture has always fascinated me," he says, "and I find in the island culture the unique blend of East and West that probably does not exist any other place on earth." Beneath the cultural diversity, he adds, are students with universally shared aspirations and problems.

Among the first NEA members to swap jobs through the Association's new teacher exchange program are Marilyn Tanner of Montana (right) and Royal Gardner of Hawaii (below), seen here in their new settings.

Gary Bagley of Maine (left) and Peter Vander Meer of California (below) say their temporary job exchange has brought them and their families a change of climate, a radically different lifestyle, and many new friends.

It took two years for the Gardner-Tanner exchange to materialize. When the first NEA computer listing of would-be job swappers came out, Tanner looked it over but did not find any match that appealed to her. So she waited for the next list, with more possibilities.

"I was really interested by this time," she remembers, "and when Royal called me late last March, after a long Montana winter, I was ready!"

Her Association colleagues in Ronan were supportive of her desire to swap jobs for a year, so she wrote a joint letter to her superintendent and school board, requesting permission for the exchange. They too proved supportive.

Gardner sent his credentials for consideration, along with the necessary forms for Tanner to fill out for Hawaii.

Both Tanner and Gardner are impressed with the teachers they have met in each other's school. "The teachers here are terrific," Tanner concludes, "and it's good to know there are extremely dedicated educators everywhere."

According to Gardner, "The 'spirit of aloha' is as alive and well among the Montana faculty and administration as it is in Hawaii." He is convinced that the Hawaii State Teachers Association motto, "Teachers Care," applies to Montana's teachers too.

Personally, Tanner is exulting in the year-round tropical climate where there are no discernible seasons. Gardner and his family have taken great pleasure in Montana's beautiful scenery and hospitality.

Both teachers are being paid by their home school districts—a pattern NEA advises for all job swappers. That way their benefits continue to accrue, and their jobs are protected.

Another exchange is under way this year between Gary Bagley of Maine and Peter Vander Meer of California. Vander Meer made the initial contact. He had been teaching math, reading, language arts, and physical education at the Fred Moiola School in Fountain Valley, Calif., and was ready for a change of scene.

This year he is teaching social studies at Winslow Junior High School in Winslow, Maine, while Gary Bagley teaches history and political science at Moiola.

In addition to swapping jobs, the Bagleys and the Vander Meers have exchanged homes for a year, trying out lifestyles very different from the ones they were used to. The two homes are in Norridgewock, Maine—population 2,500, and Huntington Beach, Calif.—population 250,000.

The Vander Meer children, ages 10 and 8, have now experienced their first snow and have learned firsthand about ice fishing. The Bagley children —9, 2, and 11 months—are basking in southern California sunshine and enjoying the wonders of the Pacific Ocean.

Principal Ned Powell reports that the teacher exchange has been extremely enriching for the 620 K-8 students in the Moiola School. "Gary has brought so much of himself to this school," Powell says. "He works with 7th and 8th graders, but he is helping everyone to understand and appreciate what it's like to live in a small town in Maine, far on the other side of the United States. This exchange has been so favorable that I will welcome any other exchange in my school."

Both Bagley and Vander Meer found that the paperwork involved in setting up the exchange sometimes became a bit tricky, but neither had any problems being accepted for temporary certification by the other state.

Bagley candidly admits that the exchange has affected his and his wife's personal life. "We both went on diets," he says, "and we've each lost weight. We don't even look the way we did when we left Maine."

He made a special effort to acquire new photos for this story that would picture him as he looks now. "My friends in Maine will be surprised," he predicts.

The concept of a national clearing-house to facilitate teacher job exchanges within the United States is unique to NEA. It was initiated three years ago at the direction of the Representative Assembly. The computer listing of interested teachers became a reality during the spring of 1980.

The two exchanges featured here were the first to be reported to NEA, although news of others is now coming in. Pamela Cote, a high school physical education instructor in Greely, Maine, has swapped jobs with Annette Fujii of Honokoa, Hawaii.

Two high school counselors, Barbara Noonan from Castine, Maine, and Roger Miyashiro of Del Mar, California, are all set for an exchange beginning next fall.

NEA Instruction and Professional Development Director Sharon Robinson sees year-long job swaps within the U.S. as "another option in continuing education—a new way for career teachers to broaden their horizons." □

Thinking about a swap?

Would you like to see a listing of NEA members with positions similar to yours who are interested in temporarily swapping jobs? Want to add your own name to the list? Write to Teacher Exchange, NEA-IPD, 1201 Sixteenth Street, N.W., Washington, DC 20036, indicating your grade level and/or subject area. This exchange service is for NEA members only.

Back to the land

BILLINGS, MONTANA—When Charles Buck, science teacher at Riverside Junior High, decided that his students needed a place to study Montana's flora and fauna in their natural habitat, he acted.

As a result, a portion of the school's courtyard has been turned back to nature —complete with trees, shrubs, grasses, and flowers native to Montana. A heated waterfall and pond help attract waterfowl all year round. Other courtyard residents include fish, turtles, frogs, toads, mallard ducks, ring teal, swallows, rabbits, and garter snakes.

"The project grew out of student and teacher interest in environmental reclamation and preservation," explains Buck, a member of the Billings Education Association. Students, teachers, and community members volunteered not only funds, but also their labor.

Over the next decade Buck plans to have his classes gradually fill in the rest of the courtyard with more native vegetation. Eventually, he hopes, chipmunks, flying squirrels, and small rodents will be able to survive there.

"The biggest drawback to this project is holding back the desire to do it all now instead of letting the students do the work over the next 10 years," says Buck. □

Cattails, willows, and marsh grasses frame a small pond in Billings, Montana. NEA member Charles Buck was instrumental in turning the Riverside Junior High School courtyard into a natural environment where students may study plants and wildlife native to the state.

IN BRIEF

Attention, delegates to 1982 NEA convention

WASHINGTON, D.C.—NEA Travel Service is offering two special tours to Hawaii for delegates and their families attending the July 1-6 NEA annual meeting in Los Angeles.

The pre-convention tour (June 23-30) offers a week of sun and fun on Honolulu's Waikiki Beach for $295 per person. The post-convention tour (July 7-14) includes both Waikiki and the lush island of Maui for $419 per person.

Prices include double-occupancy hotel accommodations, sightseeing tours, and other services; airfares and most meals are not included. For full details and a reservation form, write to Hawaii Tours, NEA, Room 402E, 1201 Sixteenth Street, N.W., Washington, DC 20036. Space is limited, so delegates are urged to book early. □

Next time you're cleaning out your bookshelves...

ARROYO, P.R.—English language teaching materials—especially books —are badly needed by the Puerto Rico public library system upon which the schools depend.

Developmental readers, grammar texts, fiction, nonfiction, and reference books, as well as classical and folk music records, are necessary to furnish bare shelves here and elsewhere in the island's library system.

Materials should be sent to Libros Para Puerto Rico, Atención, Srta. Martinez-Ramos, Biblioteca Publica, Arroyo, Puerto Rico 00615. Puerto Rico, being part of the U.S. Postal Service, is eligible for the special low-cost book rate. □

NEA magazine explores impact of microcomputers

WASHINGTON, D.C.—The explosive growth of small computers is changing America. In the April-May issue of *Today's Education*, soon to be mailed to all NEA members, teachers can find out how microcomputers will change their professional lives.

Just what is a microcomputer, and what do its different parts do? How many students are already using computers in school? In what ways? Why haven't microcomputers come into schools as fast as they have into businesses and homes? How does one go about selecting the computer programs that are best for particular classes and purposes?

These and other questions NEA members around the country are asking will be answered in *Today's Education*'s special feature on "Microcomputers in the Classroom." Don't miss it. □

Do you teach foreign students?

WASHINGTON, D.C.—The National Association for Foreign Student Affairs (NAFSA) is collecting information about successful ways in which K-12 teachers have used their foreign students' experience.

NAFSA is also compiling a bibliography of helpful cross-cultural communication guides, multicultural teaching aids, and lesson plans on specific countries.

The organization would like to hear what teachers feel they need most in working with foreign students: Lesson plans? Samples of classroom conversation? Audiovisual aids?

If you would like to participate in this federally funded study, write to Linda Reed, K-12 Project Director, NAFSA, 1860 Nineteenth Street, N.W., Washington, DC 20009, or call (202) 462-4811. □

Teacher's guide to UN efforts available from NEA

NEW YORK CITY—NEA and the United Nations Association have cooperated to publish a booklet that teachers can use to acquaint students with the way international organizations function in the developing countries of Africa, Asia, and Latin America.

"Partnership in Meeting Basic Needs" uses the case study method to examine the efforts of the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Development Program (UNDP) in Kenya, Thailand, and Costa Rica.

Developed as a guide for teachers, the 48-page booklet lists questions and suggests a variety of classroom activities.

For a free copy, write to NEA Office of International Relations, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Your Hertz discount is now 10 percent

WASHINGTON, D.C.—If you have used your NEA/Hertz Discount Plan identification card to rent a car recently, you may have been pleasantly surprised. Since January 1, NEA members' 7 percent discount off the Standard Unlimited Mileage (SUM) rate has been increased to 10 percent, making it even more economical for unified members to rent a car from the world's "number one" car rental agency.

NEA members now receive the highest discount Hertz offers to any organization. In addition, as of March 1, members are entitled to special "dollars-off" discounts on Hertz's Weekly and Monthly Economy Fare rates. The weekly discounts can be as much as $15, depending on the model of car rented. This makes Hertz competitive even with local discount car rental companies. As always, Hertz counter personnel will gladly assist you in figuring the best rate available *before* the car is rented.

Hertz is discontinuing its old time-and-mileage rate system. From now on, the agency will use only its SUM (Standard Unlimited Mileage) system, which is a flat rental charge with unlimited mileage. Simple to understand, SUM rates enable you to know beforehand *exactly* what your final charge will be. No more unpleasant surprises at the end of your vacation!

Unified Special Services is preparing new NEA/Hertz identification cards, which will be available from your state association shortly. Meanwhile, you can get the new discount simply by showing your current card. □

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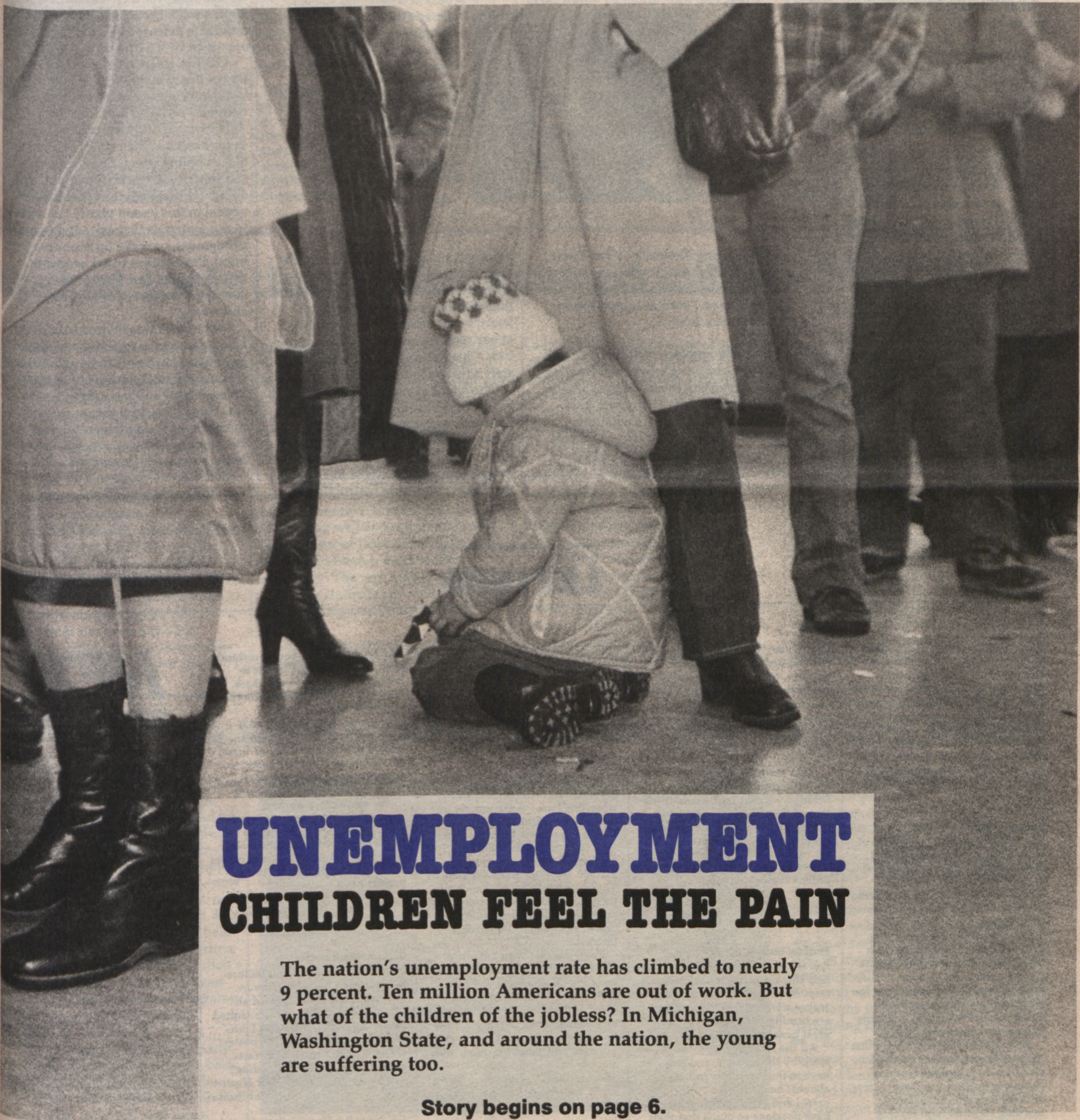

UNEMPLOYMENT
CHILDREN FEEL THE PAIN

The nation's unemployment rate has climbed to nearly 9 percent. Ten million Americans are out of work. But what of the children of the jobless? In Michigan, Washington State, and around the nation, the young are suffering too.

Story begins on page 6.

ALSO IN THIS ISSUE

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YOUR TURN

They tell us we're 'secular humanists'

by Betty Duke

Betty Duke teaches ninth grade history at Vines High School in Plano, Texas. A 13-year teaching veteran, she serves as president of the Plano Education Association.

My colleagues and I in Plano, Texas—an upper middle class suburb of Dallas—have been the targets of an all-out attack by a small group calling itself the Association of Concerned Parents for Education (ACPE).

Our alleged crime? Advocating something called "secular humanism"—that all-purpose new bogeyman of the right wing.

The controversy here began in 1980 over our use of a classroom film series called "Inside Out," our teaching of values clarification and behavior modification, and use of open classrooms.

ACPE's seven or eight members—small in numbers but big in impact—began monitoring classroom activities, going on talk shows to denounce our schools, writing a slew of letters to the newspaper, making presentations to school board meetings, and lobbying board members to "do something" about ACPE's 43-page xeroxed collection of passages deemed offensive in various teaching materials.

Our elementary teacher of the year found herself being berated over the phone for being a "humanist." How could she defend herself, when she wasn't even sure what the term meant, let alone what she was guilty of?

One ACPE meeting featured an inflammatory film that's been distributed across the nation by the Christian Broadcasting Network—"Let Their Eyes Be Opened." It manages to blame teenage prostitution and a whole list of crimes on "secular humanism in the public schools."

Totally ignorant that there's a national right-wing movement funding and promoting these kinds of attacks, our administrators bent over backwards to try to placate what they saw as just local "concerned parents." The administration proposed a new school board policy requiring teachers to ask their principals for permission before using any materials not in the district curriculum guide.

In the end, the community of Plano rallied to our support. The school board voted against the new policy, at our request, and went so far as to pass a resolution giving the teaching staff a formal vote of confidence.

The board set up a six-step process for parents to follow in challenging instructional techniques and classroom procedures through higher and higher administrative levels. Individual parents have the right to exempt their *own* child from instruction in evolution, values clarification, or any other topic they object to—but they can't simply kill things overnight for everyone else.

The long months of controversy spurred the Plano Education Association to form a political action committee and work for a candidate in last April's school board elections. Our candidate defeated his ACPE-backed opponent by a 4-1 margin.

ACPE is still a visible presence at school board meetings and is once again backing candidates in this year's election—as is our Association.

The censorship efforts have failed so far here, but the battle itself has had a chilling effect. I now find myself thinking twice about what I'm doing. (Is there anything controversial in this lesson plan?) I'm afraid to use materials that ask a kid to make a judgment, or make up his or her own mind. I'm hesitant to ask students their opinions, lest I be accused of denying the concept of absolute right and wrong.

Last night I was invited to address a homeowners association meeting. I gave what I believed to be an unbiased chronology of the activities of the "New Right" in Plano. Afterwards, I was ripped apart by the more vocal members of the audience, who accused me of being an atheist. I went home personally devastated.

Sometimes I wonder if we have won the battle but lost the war. . . . □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Voting records

The massive growth in the federal bureaucracy and unprecedented federal deficits are a major threat to the financial security of all Americans, especially teachers who are expected to live on very nominal incomes.

I was greatly encouraged that the 97th Congress defeated most NEA positions (the Voting Rights Act we agreed on). It appears they flunked your "report card," but for most teachers they passed with flying colors the first step towards balancing the national budget.

NEA leaders have seemingly lost the ability and/or desire to understand teachers and the issues of paramount concern to them. A few of these concerns are salaries, teaching facilities, and reading programs for secondary students. If they no longer wish to represent the true positions of teachers, then we must elect more responsible leaders to speak for the respected educators of America.

Robert B. Cooter, Jr.
Knoxville, Tennessee

Thank you, NEA, for your continuous and dedicated support of teachers. Many of us appreciate your efforts in educating the politically naive among us. Hopefully, these "slow learners" will see what is happening to their profession before they get their dismissal notice or no pay raise checks.

After reading the congressional voting record in the [January-February] *Reporter*, I would think that, if they had any political intelligence, even the most timid, apathetic, and conservative teachers would get out of their lethargic mentality and fight like hell to protect their profession.

Ralph G. Carter
Rialto, California

Federal budget cuts

Are we or are we not willing to help this country get back to fiscal responsibility? Is Joyce Benge [*cover story, March*] so sure we are turning out students of such great benefit to the society?

All the federal money has been spent by the buckets, and still we have nothing recently to brag about. The disruptive "title" programs and "special" programs have not done so much that their absence will do us great harm.

I am upset by a nationally organized teacher union speaking for more socialism, more Democratic spendthrifts, less responsible use of money and people in the educational effort. I don't want to see NEA crying about necessary, even vital, cuts in the federal budget. I want to see my opinion and thousands of other teachers' opinions reflected in NEA.

Eileen Symmonds
Tuba City, Arizona

'Professional blues'

Mark Larson's [*March*] cartoon on professional blues is most painful when one looks at the grossly unfair pension plans teachers are forced to pay into in many states.

In California, after 25 years, teachers receive a whopping $12,000 yearly pension—maybe. This, after 25 years of mandatory salary deductions of 8 percent that are taxed as income actually received and "earn" 5½ percent interest.

Compare that with annuities and IRA accounts whose contributions are tax sheltered and earn 20th century rates of interest. Now there's talk of raising this mandatory deduction to 25 percent with no increase in benefits.

Please add, "and I'm stuck with a hungry turkey for a pension plan" to those professional blues.

Richard Beecher
Sunnyvale, California

Censorship battle

I fail to see how students' First Amendment rights are being violated in the Island Trees school district [*March*] because their school library refuses to stock specific books. Those books certainly were available at the public library, bookstore, or publishers. No one is keeping them from reading those "minor classics."

I assume that most school libraries reflect the opinion of the librarian, administrator, or board of education, if not all three. I was even asked once if I thought a certain book was *worth* placing in our elementary library.

It seems that some people just want the publicity and like to waste other people's money. How the courts, NEA, ACLU, and others could get trapped in this is beyond me.

Morris J. Reddout
Penn Yan, New York

Disarmament poster

In your March paper you picture Ric Hartman, an art teacher in Elkhorn, Wisc., who created an award-winning design for a United Nations poster. Where can I purchase several copies of the poster? Or where can I reach Mr. Hartman? His poster is outstanding!

Fran Huston
Livermore, California

Ed. note: Ric Hartman's poster is generating lots of reader interest. It was produced in a limited edition of 20 originals for $100 apiece. Reproductions will be available in May at $10 each, postage and handling included. Contact Hartman at Route 3, Box 355, Delavan, WI 53115.

NEA REPORTER

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Design by William J. Kircher & Associates. Photo credits: page 1 **Bill Fischer**; page 3 **Joe Di Dio**; page 4 **Joe Di Dio**; page 5 (left) **Howard Carroll**, (right) **Associated Press**; pages 6-7 **Bill Fischer**; page 13 (Byrd) **Bill Rainey**, (Council) **Joe Di Dio**; pages 14-15 **Joe Di Dio**; page 17 (top) **New York Educators Association**, (bottom) **Jackson Clarion-Ledger**; page 18 **Stone Associates.**

Contributing writers: page 3 (higher education) **Sheilah Vance**; page 4 **Barbara Lawless**; page 5 **Howard Carroll**; page 8 **Barbara Lawless**; pages 14-15 **Barbara Lawless**; page 17 (New York) **Gordon Jackson**, (California) **Ned Hopkins**; page 18 (top) **Phil King.**

NEA battles to restore public education funds

"After careful analysis of the impact of the Reagan Administration's budget on a state-by-state basis, we believe that the destruction of educational support from the federal level is penny-wise and pound-foolish," NEA President Willard McGuire tells House Budget Committee.

WASHINGTON, D.C.—More than 250 NEA Congressional Contact Team members and state Association leaders descended on Capitol Hill in late March for NEA's first massive lobbying effort of 1982.

In one-on-one meetings with all 100 members of the Senate as well as with members of the powerful House Budget and Rules committees, the NEA activists protested the Administration's proposed second round of cuts in the federal education budget—and promoted the Association's alternative plan for reducing the federal deficit without cutting all the "people programs."

This alternative asks Congress to slow the increase in defense spending, eliminate corporate tax loopholes, and reduce scheduled individual income tax cuts to save a total of $44 billion, $5 billion of which could be used to restore education funding to its former levels.

In other efforts to persuade Congress not to go along with this year's education budget cuts, top NEA leaders and staff testified before various House and Senate Committees, and NEA coordinated a "National Lobby Day" that brought some 1,000 parents, teachers, and school administrators to the Capitol to plead with Congress to save compensatory education (formerly Title I) from the budget ax.

Meanwhile, NEA is also voicing misgivings about President Reagan's long-term "new federalism" proposals, which would further diminish—if not wipe out—the federal role in education.

In March testimony before the Senate Governmental Affairs Committee, NEA Executive Director Terry Herndon pointed to the new block grants (to go into effect October 1, 1982) as an example of the White House penchant for lumping federal programs together and turning them over to the states—but with less total money than before, forcing states to choose between raising their taxes and cutting public services.

The "new federalism," Herndon suggested, could very easily be the beginning of a backward slide away from national perspectives.

"It could be the signal," he said, "that the United States is losing sight of its national objectives and prefers to become a nation of 50 random parts, rather than 50 partners in one sovereign nation." □

Budget spells disaster for higher education

WASHINGTON, D.C.—The Reagan Administration's budget proposal for the next fiscal year mounts an all-out assault on college student aid. And NEA is mounting an all-out drive to stop the cuts by reforging the traditional bipartisan congressional commitment to federal support for higher education.

The Reagan budget would make these drastic changes:

▶ Cut Pell grants for needy students from the current $2.6 billion to $1.4 billion a year, knocking a million students off the rolls. Only those from families earning less than $14,000 a year would remain eligible (the income limit has been $27,000).

▶ Cut $1 billion from college work-study programs and remove 250,000 job opportunities for students trying to work their way through school.

▶ Eliminate guaranteed student loans for graduate students. Fully half the nation's graduate students now depend on these low-interest, deferred-repayment loans.

Some 5,000 students from colleges across the nation converged on Washington recently to protest the student aid cuts, as well as a set of proposed Department of Education regulations that would further slash student assistance. The new regs would penalize needy students and colleges for the sins of those who went before them.

The Department wants to bar 800 colleges with National Direct Student Loan (NDSL) default rates of over 25 percent from getting any new federal loan money. For another 1,700 schools with default rates of over 10 percent, ED would reduce new NDSL funds by the amount the schools failed to collect from student borrowers.

The NDSL program provides federal funds to institutions to loan to low-income students at a 5 percent interest rate. In 1981-82, some 780,000 students borrowed about $830 apiece under the program.

In official comments filed with the Education Department, NEA Government Relations Director Linda Tarr-Whelan charged, "The proposed regulations, particularly the NDSL default rate proposal, coupled with the enormous budget cuts in student financial assistance, provide an extremely dismal future for students and families."

In yet another action with a devastating impact on college-bound Americans, Congress last summer passed a White House proposal to phase out Social Security benefits for college students who are the dependents of deceased, retired, or disabled workers. Students enrolled in college before May 1 of this year will still be eligible for the benefits, which average about $270 a month.

NEA is lobbying two Senate committees to approve bills to extend that deadline through this summer or fall. If the May deadline sticks, some 300,000 previously eligible high school seniors planning to enroll in college in September will receive no benefits. The 760,000 students already covered will lose 25 percent of their benefits each year until the program ends entirely in 1985. □

NEA urges public school partnership in youth employment training program

WASHINGTON, D.C.—In testimony before a joint subcommittee of the House and Senate, NEA has called on Congress to include the public education community in any federal employment training programs designed to relieve youth unemployment—now at its highest level since the great Depression.

The committee hearings were held to reconcile differences between three pending bills and the Administration's proposal for a successor to the Comprehensive Employment and Training Act (CETA), which expires this September.

NEA's testimony noted that many of today's youth do not have the basic skills to compete for available jobs, three quarters of which are now in the white-collar, technical skill areas.

To remedy this problem, NEA is calling for establishment of a fully funded employment training program that provides basic academic and vocational skills, to be administered through the nation's public schools.

A successful program, the NEA testimony noted, would include these major components:

▶ A team of local educators, employers, and elected officials to set up the youth employment program.

▶ Certification and compensation comparable to that of public school teachers for teachers hired to teach the basic skills program.

▶ Inclusion of a representative of the local teacher bargaining organization on the training program's planning council.

▶ Local employment program adherence to the terms of the local teacher bargaining agreement.

▶ Local—rather than statewide, regional, or national—testing to evaluate students in the program.

▶ Federal funding of the new training program synchronized with the public education funding cycle, i.e., forward funding.

▶ Class sizes small enough to make "individualized employment plans" manageable, if such plans are required by the final legislation. □

Peggy Dotson, chair of the NEA Special Committee on Vocational, Technical, and Practical Arts Educators, thanks Rep. Carl Perkins (D-Ky.) for his long-time support of vocational education programs in America's public schools. A group of NEA voc ed members recently presented a "champion of vocational education" citation to Perkins, who heads both the House Committee on Education and Labor and its Subcommittee on Elementary, Secondary, and Vocational Education.

GOP member of Congress says 'NO!' to further education $$$ cuts

"I think education is fundamental to Republican philosophy and to our nation's philosophy in ensuring that our citizens have an opportunity to get ahead."

WASHINGTON, D.C.—Rep. Hank Brown, 42, typifies members of the "freshman class" elected to Congress in 1980. In his Capitol Hill office is a photograph of Ronald Reagan campaigning for Brown in his northern Colorado district.

In 1981, Brown was elected president of the 54-member "97th Congress Republican Freshmen." He supported the President's budget cuts, including cuts in federal aid to education. Brown voted "wrong" on each of the six issues listed on NEA's "report card" for the first session of the 97th Congress.

But this year is different. Following release of the President's 1983 budget proposals, Brown helped organize many of his first-term Republican colleagues into a Coalition Against Reductions in Education (CARE). The coalition's 21 members signed a letter to the White House stating:

"Last year, in response to a nationwide mandate to cut back burgeoning federal spending, we supported efforts to trim the federal budget. We believe that continued reductions in federal spending are necessary to bring the federal budget under control and to bring down the federal deficit.

"However, we do not agree with all the spending priorities set forth in the Administration's proposed 1983 budget. Specifically, we believe that education has taken a disproportionate share of cuts and that the magnitude of the reductions in education proposed by the Administration in the 1983 budget is unfair in relation to allocations in other budget areas."

Brown, a lawyer and business executive for a livestock feeder and meat packing firm, served four years in the Colorado state senate. He and his wife have three children in public school.

NEA: You supported President Reagan's budget cuts last year. Why?

BROWN: Basically, our alternative was between two plans—one of which, in my view, would spend a great deal more money than the other. We have an urgent need to try and balance the budget. Without an alternative, without an option to vote differently on the education part of it, I felt it was appropriate to vote for the lower spending version.

I think getting a separate vote on the education package is going to be the key to this year's budget fight. Many of the other freshmen will want separate votes also. There's a very high priority for education among the freshman Republicans, as I think there is in Congress generally. Unfortunately we did not have a separate vote in that area last year.

NEA: You helped form a new congressional caucus called CARE, which has requested a meeting with President Reagan to express your concern over budget cuts in education. Have you heard from the President? What will you tell him?

BROWN: We have not received a response as yet, but I expect to meet with the President and with the leaders of the Republican party in formulating an alternative budget. All of us understand that we need to reduce the deficit. Our objections are not a protest against trying to reduce the deficit. Our feeling is that education is a very important national priority. It doesn't make sense to us to cut education but increase other areas of the budget at the same time.

NEA: So you feel education is bearing an unfair burden in this round of budget cuts?

BROWN: Yes. Education comes out much better under an overall freeze on spending than it does under the proposed budget. We're talking about $10.3 billion in the President's recommendation for fiscal year 1983, versus almost $15 billion presently. I'm most concerned about cuts that impact upon the poor who are unable to finance their education.

NEA: Many people believe that education should be primarily a state and local concern. How do you see the federal role in education?

BROWN: It's true that most of us believe in and want local control of the educational process, but the fact is that the revenue sources in a significant way are preempted by the federal government. I believe the federal government has a role in funding education.

We permit and encourage many different methods of education to develop. Schools around the nation have tried a whole variety of techniques. Sharing information on which ones work and which ones don't is a very important and very cost-effective national function.

Education should be a national priority. It's fundamental to Republican philosophy and I think to our nation's philosophy in ensuring an opportunity for all our citizens to get ahead. Education is a key ingredient of that philosophy of opportunity. The federal government has an important role in helping to encourage that opportunity.

NEA: Republicans on the House Education and Labor Committee were just as adamant as Democrats recently in opposing the second round of education cuts. Does this mean the Reagan Administration's honeymoon with Congress is over?

BROWN: Yes. I think a properly run Congress is one where we listen to all recommendations, but take responsibility for the ultimate budget ourselves. We shouldn't be dominated by an executive, no matter from which party. We ought to perform our duties as we think best.

I think there's far less support for the President's recommendations this year because we have a dramatically different set of priorities. Last year we increased non-defense spending by an estimated $50 billion in outlays. This year we're talking about dramatically reducing non-defense spending.

The biggest concern I have is the effect on the school lunch program—those school districts where they have dropped the program altogether. It's a result of budget changes that were not widely anticipated, at least not among my colleagues here.

NEA: Secretary of Education Terrel Bell recently testified that Title I has been successful in improving education for the disadvantaged, yet the Administration proposes to cut the program by one-third. Do you feel that Title I, vocational, and adult ed programs should be reduced?

BROWN: No, I don't. I think these programs are far more valuable than many of the other federal programs. Whether you're talking about foreign aid, or subsidies to energy companies, I think these education programs are clearly of a much greater priority.

NEA: Two universities and several junior colleges lie in your district. The Reagan Administration wants to raise interest rates on graduate student loans from 9 to 14 percent, and to reduce graduate student aid. How will these actions affect working and middle class students' access to a college education?

BROWN: There's a real danger of eliminating assistance to students who really need help and who cannot attend the university without it. I think it's an unwise move; it will reduce opportunities for many students.

NEA: We understand that families in your hometown of Greeley move there just to take advantage of its special education programs—another area slated for federal reductions. As categorical programs are consolidated into block grants, do you see different groups, such as the parents of handicapped children and the parents of voc ed students, pitting themselves against each other at the state and local levels for limited funds?

BROWN: There's a lot of concern among parents. I think that can be easily solved if you do the right kind of categorizing of funds. That doesn't mean there won't still be competition in the budget, whether it's at the local, state, or federal level. Lumping all educational programs into only one block grant would be a mistake.

NEA: You have served in the Colorado legislature. Do you think state and local governments are likely to raise taxes to make up for the federal education cuts, as the Secretary of Education has suggested?

BROWN: No. Funding at the state and local level has a very tough time staying up with inflation, much less assuming other burdens. We're looking at real cuts that will be difficult to make up. ☐

Voting Rights Act faces tough fight in Senate

WASHINGTON, D.C.—Seventeen years after its passage in 1965, the nation's most successful civil rights law faces an uncertain future. The Voting Rights Act will expire in August unless Congress takes action.

The Act, which was extended and strengthened in 1975, was meant to self-destruct when compliance became widespread and minority voters achieved full representation. Unfortunately, that day has not yet arrived.

While blacks and other racial minorities are voting and holding elective office in unprecedented numbers, they have a long way to go to win full political rights in certain jurisdictions. As the horror story of Maggie Bozeman *(below)* shows, blacks seeking political involvement in parts of the rural South still face harassment and persecution.

Last fall, by an overwhelming margin of 389 to 24, the U.S. House of Representatives voted to extend the Voting Rights Act indefinitely in its present form. An identical NEA-backed bill has been introduced in the Senate with 65 cosponsors, but opposition is strong.

Amendments proposed by Sen. Orrin Hatch (R-Utah) and supported by President Reagan and Senate Judiciary Committee Chair Strom Thurmond (R-S.C.) would severely weaken the law. One would make state and local voting procedures illegal only if they could be proved to be discriminatory in *intent*, and not simply in effect or result. Such proof would be almost impossible to establish—especially in cases where electoral practices were adopted years ago.

Practices that keep down the level of minority participation include inconvenient voter registration places and times, poorly publicized registration deadlines, inadequate availability and distribution of bilingual ballots, and lack of voter privacy while marking ballots. □

Convicted of 'vote fraud' on no evidence

Alabama teacher punished for challenging political status quo

Maggie Bozeman, left, confers with Julia Wilder in Tuskegee, Ala., where the two are serving their sentences in a work-release program.

Voting rights marchers converge on the Alabama capital after 160-mile, two-week trek that included a retracing of the famous Selma-to-Montgomery pilgrimage route of 1965.

MONTGOMERY—In the South's biggest and longest civil rights march since the historic Selma-to-Montgomery pilgrimage of 1965, up to 5,000 people marched 160 miles through Alabama from Carrollton to Montgomery in early February.

They were protesting the conviction of Maggie Bozeman and Julia Wilder on "vote fraud" and urging Congress to approve a renewed extension of the federal Voting Rights Act.

Partly retracing the 50-mile route of the 1965 march, this winter's trek was designed to draw attention to the plight of minorities in places like Alabama's Pickens County, where the Wilder-Bozeman cases have provided new evidence of the continued harassment of blacks seeking political involvement.

Bozeman, 51, an Alabama Education Association/NEA member, has fought racial discrimination all her adult life as an elementary teacher in Aliceville. A leader in her school, Association, and community, she worked with Wilder, 69—who was president of the county voters league and local leader for the Southern Christian Leadership Conference—to root out injustices and improve conditions for the county's blacks.

Never afraid to stick her neck out, Bozeman became president of the Aliceville branch of the National Association for the Advancement of Colored People and was vocal in pointing out a variety of abuses and illegalities in the county school system and government.

What finally got her and Wilder in serious trouble with the Pickens County establishment, however, was their attempt to give black voters a role in electing county officials. The county's population is 42 percent black, but no black has ever held elective office there.

Wilder and others took absentee ballots to the homes of shut-in, elderly black citizens, helping those who were illiterate vote according to their expressed preferences.

Suddenly Bozeman and Wilder found themselves being arrested for "vote fraud"—marking absentee ballots without the permission of the voters. "They picked me up at school just as I was coming in from the playground with my kids," Bozeman recalls. "There were five police cars—like I was a criminal."

The two were found guilty by all-white juries in county circuit court, despite the fact that the district attorney presented no evidence linking Bozeman to anyone's ballot—and despite the fact that 12 of the 13 elderly witnesses testified that Wilder had helped them according to their wishes.

In what the Alabama Court of Criminal Appeals later called "confusing" testimony, one witness said she didn't know what the voting was all about. That testimony was enough; Bozeman and Wilder were convicted, Bozeman receiving a four-year jail sentence and Wilder five years (the maximum).

The appeals court upheld the convictions, and the Alabama and U.S. supreme courts declined to review the cases. So on January 11 of this year, the two "criminals" were hauled off to Tutwiler State Prison for Women, in Tuskegee. Four armed sheriff's deputies escorted Bozeman; three brought in the frail and slender Wilder.

Eleven grueling days later, following a storm of protest over their imprisonment, Bozeman and Wilder were placed in a work-release program by Governor Fob James. Under this program, Bozeman has been assigned to teach at a private center for the retarded, and Wilder to work at a nursing home.

They are temporarily housed in a private home in Tuskegee; meanwhile neither may go back to Pickens County.

"As long as freedom fighters like Maggie Bozeman and Julia Wilder can be railroaded and jailed by the Pickens Counties of America," charges Birmingham Mayor Richard Arrington, "justice is still on trial." □

NEA and the Alabama Education Association contributed several thousand dollars in subsistence and legal defense funds as Maggie Bozeman fought dismissal from her Aliceville teaching post. AEA is now exploring such options as parole, a pardon, and an appeal to federal court to set aside her vote fraud conviction.

An emergency assistance fund has been established to help Bozeman meet personal expenses, stop foreclosure on her mortgage, and pay legal bills stemming from her criminal case. Joe Reed, associate executive secretary, Alabama Education Association, will administer the fund.

Those wishing to contribute should make checks payable to the Maggie Bozeman Emergency Assistance Fund, P.O. Box 6233, Montgomery, AL 36107.

UNEMPLOYMENT

CHILDREN FEEL THE PAIN

Out of work—lost my job—phrases so simple, but behind the words, the tragedies of broken lives and uncertain futures.

Government statistics show nearly 10 million unemployed in February; another 5.6 million are working part-time because they can't find full-time jobs, and a million or more have given up hope of work.

The nation's highest unemployment rates are in the upper midwest, dominated by the sagging auto and steel industries; the far west, with its major downturn in lumber-related industries; and pockets of the depressed manufacturing-centered northeast.

Michigan, with an unemployment rate nearing 15 percent, is one of the states hardest hit.

And on a March morning, the *Reporter* found Linda and Laura Price standing in line at the Pontiac, Mich., unemployment office waiting to collect unemployment benefits.

Linda Price is one of Michigan's 667,000 jobless—and one of the state's thousands of unemployed teachers. Laura is her five-year old daughter. There are no statistics that tell how many Lauras are affected by the nation's spiraling unemployment.

But it is clear, after visits with teachers, unemployed parents, and children in Michigan, Washington, and elsewhere, that the schools are in fact sharing the pain of mass joblessness.

In Michigan

The wheels come off Pontiac's economy

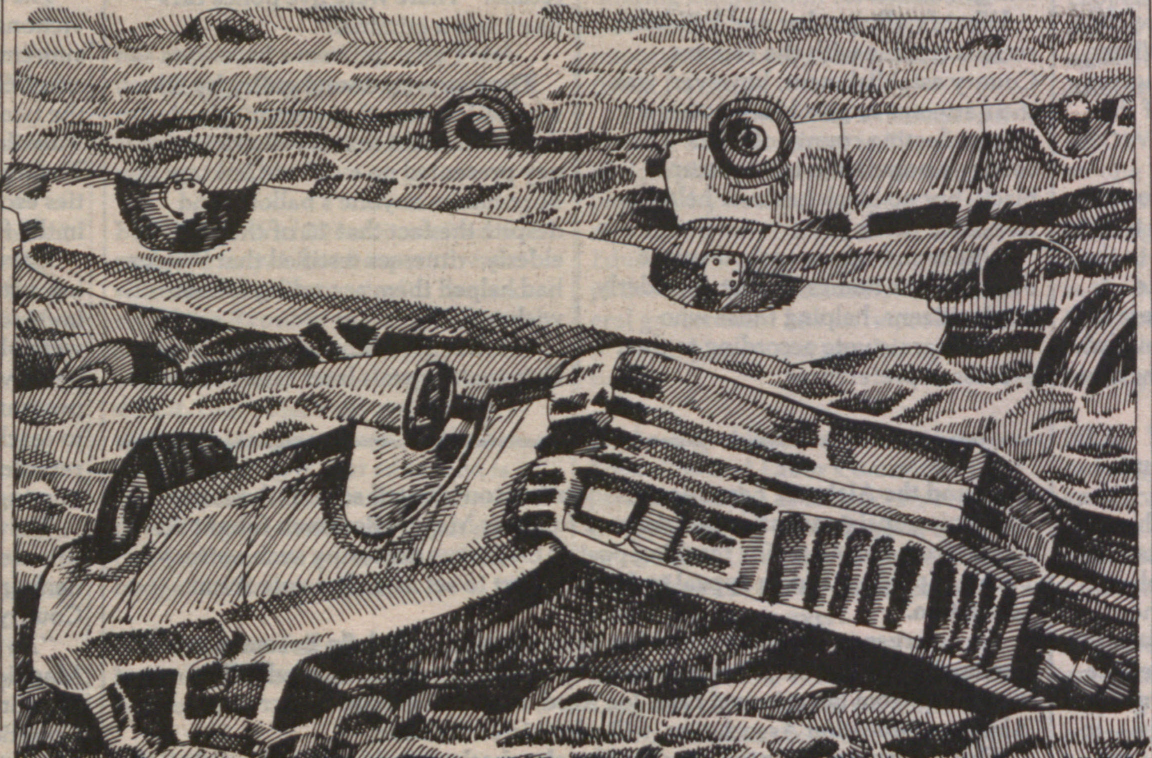
PONTIAC, MICH.—The automobile industry has gone belly up here in this blue-collar city of 80,000 just north of Detroit. General Motors—the city's key employer—has reduced its work force to minimum levels.

Approximately one in four workers in Pontiac is out of work. And the auto industry's downturn—which nationwide has caused the elimination of some 600,000 auto-related jobs— has also had a chilling effect on Pontiac schools and the nearby Waterford school system.

"In the last several years," notes Pontiac Education Association President Eddie Turner, "seven straight school levies were defeated. Our schools nearly closed last fall, before we finally got a millage increase passed. We've lost more than 200 teachers. With continuing unemployment and major cutbacks in state and federal aid, we're getting hit from all directions."

In the nearby Waterford School District, voters who have already turned down three millage issues in a row will be asked to approve a five-mill levy in May.

"We have an uphill battle," says Waterford Education Association President Bobby Joe Grider.



Mason Junior High School science teacher Douglas Kuechle adds, "You can't really blame voters. They're getting hit with higher property taxes in a time of high unemployment, and the state share of education costs keeps falling, placing more of a burden on the local taxpayer."

The state now accounts for only 35 percent of education costs, while local taxpayers are footing 60 percent. The Michigan Education Association has launched a statewide effort to boost the state's share to 50 percent.

MEA President Keith Geiger notes, "The combination of the Reagan education cuts, a poor economy, and the failure of the legislature to properly fund our educational system has cost at least 10,000 teaching positions in Michigan in the last two years. Tremendous—but we hope not irreparable—damage has been done to our schools."

For students in both the Pontiac and Waterford districts, school cutbacks have meant—among other things—fewer course offerings, the loss of favorite teachers, fees for what once were free extra-

In Washington State

Aberdeen, Hoquiam: twin victims of lumber industry collapse

ABERDEEN, WASH.—This coastal town of 18,000, two hours from Seattle, has never known such raging unemployment—now estimated at 30 percent or higher.

But then the state of Washington hasn't faced such an economic downturn as it's experiencing now. Its lumber, construction, and aerospace industries have turned sour, putting a crimp on state tax revenues, which now provide 90 percent of school financing.

The legislature, struggling with a $350 million deficit, has already slashed $180 million in education funds since 1981, and other proposed cuts could eliminate over $100 million more.

Here and in the nearby town of Hoquiam, severe unemployment has touched off a host of problems.

For Mary Paulsen, a third grade teacher at Washington Elementary in Hoquiam, one specific effect stands out.

"My kids are hungry," says Paulsen. "They show up white-faced and sad. More children than ever are on free or partially subsidized lunches, but that's not enough. Luckily local charities have been supportive. And last year both Aberdeen and Hoquiam citizens contributed six tons of food for local families."

In Aberdeen, Miller Junior High Counselor Marge Kelling notes that more and more kids are " 'charging' lunches, because they can't afford to pay."

A. J. West Elementary fifth grade teacher Len Lawr says he's noticed an increase in free lunches—and more kids who don't turn out for sports because they can't afford shoes.

"And one student who broke down in class," says Lawr, "finally told me her parents had threatened to have someone adopt her. Now, I don't know how much of that is directly a result of unemployment."

Despite high unemployment, local voters have passed 16 of 17 recent school levies, points out Aberdeen teacher Len Lawr.

When paychecks stop, some children go hungry, says Hoquiam teacher Mary Paulsen. A teacher-led drive recently netted over six tons of food for needy families.

Aberdeen high school counselor Paul Seabert notes that at least one area business fails every month. Almost one in three Aberdeen workers is out of a job.

"I think it is related," comments Weatherwax High School counselor Paul Seabert. "Our school's special fund of $650 is now down to $38 because kids can't afford basic things like tennis shoes. Thefts are rising too, and there are more incidents of child abuse. In general, more personal problems are being brought to the school that are extensions of the home."

"We've always been pretty well off with our basic industries—fishing, shipping, and lumber, but that's all past tense now," adds Aberdeen Education Association President Myrna Masson.

"That's right," Mary Paulsen agrees. "We've had our share of layoffs over the years. But then when the mills opened up again, people started buying again. Right now, people have been down so long, they've used up their resources." □

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curricular activities, and growing worries about whether they'll be able to afford college.

"There's a general feeling of discouragement in the community," says Perdue Alternative Education Center counselor Margaret Maneese, a 24-year teaching veteran.

Maneese and her colleague Pierre Hall both agree that the children are very aware of surrounding joblessness. "Suddenly," says Hall, "they're competing for jobs with adults."

Sixteen-year-old Billie Cameron, a student at Perdue, knows the despair of unemployment through her mother's vain efforts to find work.

"She doesn't have the experience," Billie says, "so people are reluctant to hire her, and that makes it hard at home on us. Friends of mine have given up too; some are selling drugs."

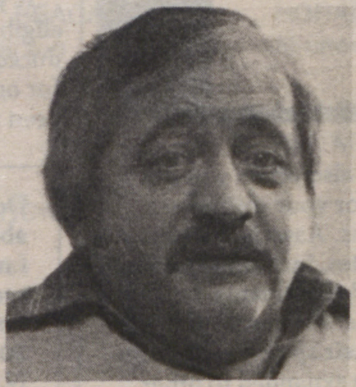
Even at lower grade levels the effects of unemployment take their toll. "If there's tension at home, then kids take it to school," says Mark Twain Elementary teacher Connie Jackson. "One child I taught was a good student, but then her grades suddenly began to drop off, and her attitude got worse. Through a telephone conference, I found out that her mother had been laid off after 15 years at the auto plant."

There are other tragedies as well. "Right across from my school," recalls Waterford High School science teacher Gil Bergsrud, "an unemployed father killed his entire family. Once we discovered a child living in a car. Another was locked out of her home, because her parents could no longer afford to care for her."

Waterford Education Association President Grider agrees that "a kind of doldrums" has set in. "The kids are distraught, angry—they need more help, but with the current economic problems, they're not getting it."

To relieve the boredom and distress of unemployment, Ernest Robinson, an unemployed auto worker, volunteers every day at a Pontiac elementary school.

"I want to help my grandson and other children," he says. "I've lost my job, but they're just getting started. They still have a chance." □



"Teachers are coming to me asking, 'Will I be laid off or reassigned?' " reports Waterford Education Association President Bobby Joe Grider. "These are questions we never heard a few years ago."

"Special reading and math courses are more important now than ever," says Pontiac counselor Margaret Maneese. "It's frightening to think that Title I funds might no longer be there."

"Yes, there are problems," says Pontiac reading resources teacher Connie Jackson, seen here with her students. "But we can't let our young lose their enthusiasm."

Sixteen-year-old Billie Cameron knows that Pontiac's 25 percent unemployment rate has dimmed her future job possibilities. "Still," she says, "I'm going to make it. I know I'm going to."

NEA launches new program for retired members

WASHINGTON, D.C.—When you retire, will a gold watch, or a dinner in your honor, be enough to commemorate the years you have spent in education as a teacher or other member of the school staff?

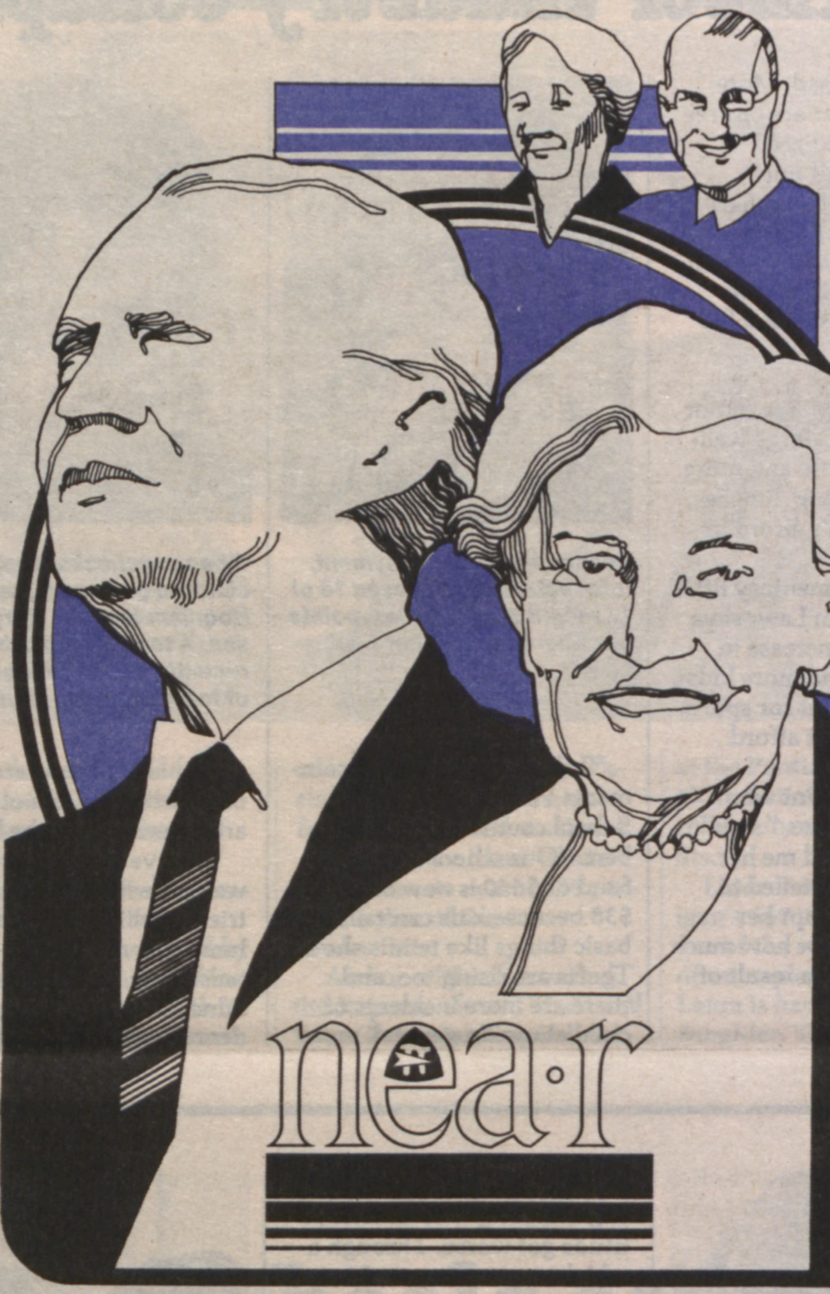
NEA thinks not—and has created a new program called NEA-Retired (NEA-R) to meet your needs. The nation's only professional program designed especially for retired educators, NEA-Retired offers you an opportunity to remain actively involved in education. No other organization can match NEA in providing services to both active and retired members.

If you're already retired, or within five years of retirement, NEA-Retired allows you to continue receiving NEA's member services, working in behalf of the public schools, and socializing with your colleagues.

NEA-R will work with you to serve your special needs as a retired educator. It will provide you with the resources of NEA and its affiliates at the local and state levels.

Membership in NEA-Retired entitles you to the same money-saving programs you have enjoyed as an active NEA member, including attorney referral and discounts on life insurance, travel, the literary guild, prescription drugs, and other products and services.

In addition, as a member of NEA-Retired you will receive special consumer information and publications to keep you up to date on changes in Social Security and Medicare regulations. Other services designed especially for retired educators will be announced as time goes on.



Being an NEA-R member will enable you to continue contributing your unique skills and energies to the betterment of your former profession. For example, you might participate in political campaigns on behalf of NEA-PAC-endorsed candidates, or serve on the NEA contact team for your congressional district.

NEA-Retired also offers you the chance to plan for your retirement *before* it happens. Associations in several pilot states, including Arizona, Michigan, and Pennsylvania, will soon offer preretirement seminars to NEA members and their spouses. Later the seminars will be expanded to other states.

Preretirement topics will include financial and personal planning—investments, wills and trusts, legal problems, retirement housing needs, attitudes toward retirement, handling stress and anxiety, and creative use of time. A series of booklets on these issues is being developed by NEA-Retired.

Directing the NEA-R program is staffer Higgins D. Bailey, aided by a national advisory committee of retired and preretired educators. Committee members are Jess Whitney of Montana, Dorothy Jenis of New Hampshire, Frederick Hipp of New Jersey, Robert Van Houte of Oregon, and Joseph Westbrook of Tennessee.

You may join NEA-Retired even if you're still working. Your one-time membership fee of $100 entitles you to receive a kit that includes a charter membership certificate and a personal portfolio to assist you in your estate planning.

These lifetime dues will be used to start an endowment fund that will remain intact forever. Only the interest will be used to finance the activities of NEA-Retired, which will eventually become self-supporting.

If you're already retired, you're eligible to join NEA-Retired at reduced rates: $75 if you've been retired for one to five years, and $50 if you've been retired over five years. ☐

Do you need more information about NEA-Retired—or do you know someone you think should receive a mailing about it? Please write to NEA-Retired, Room 308, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Delegate-campers take note

LOS ANGELES—Delegates to NEA's 1982 annual meeting here may wish to take advantage of special camping arrangements that have been made at the Bicentennial Park Campground in nearby Pico Rivera.

Approximately 100 sites have been reserved at the facility, which is just 14 miles east of Los Angeles and easily accessible via I-605 which leads to all freeways. NEA buses will be available to take campers to the Los Angeles Convention Center for sessions and special delegate events.

Move-in begins June 30; move-out is July 7. The campground has riding, hiking, and biking trails. A stocked trout lake, golf course, and shopping mall are nearby. Full electrical, water, and sewer hookups are available at $10 a night.

Space will be assigned on a first-come, first-served basis. Because of the July 4 weekend, spaces are at a premium, so reservations should be made immediately by sending in the coupon at right with one day's deposit.

The registration coupon and deposit must be received in the campground office by May 31. A copy of the coupon must also be mailed to NEA Office of Convention and Conference Management, 1201 Sixteenth Street, N.W., Washington, DC 20036, so that buses to state delegation caucuses can be arranged. ☐

CAMPSITE RESERVATION—1982 NEA ANNUAL MEETING

Name____________________

Address____________________

City__________ State______ Zip______

Telephone (include area code):________________

☐ Full hookup $10 ☐ Partial hookup $8 ☐ Group site $6
☐ Overflow $5

Move-In Date__________ Time__________ (A.M./P.M.)

Move-Out Date__________ Time__________ (A.M./P.M.)

Mail first night's deposit (check or money order) payable to Bicentennial Park Campground, City Hall, P.O. Box 1016, Pico Rivera, California 90660 (phone 213/695-4536). A copy of this form must also be mailed to NEA-OCCM.

Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules for Vote by the 1982 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

CONSTANCE N. BEACHEM
Arizona, *Chairperson*

ELLEN LOGUE
California

DAVID J. McMAHON
Michigan

HORACE M. MAYO
Minnesota

DILLON L. STONE
New Mexico

Further information may be obtained from Irma L. Kramer, Executive Assistant, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

AMENDMENTS 1 TO 4 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO PROVIDE THAT ELECTION TO THE BOARD OF DIRECTORS BY AN ALL-MEMBER SECRET BALLOT VOTE OF STUDENT NEA MEMBERS SHALL CONSTITUTE ELECTION TO THE REPRESENTATIVE ASSEMBLY FOR ALL PURPOSES.

Article III. Representative Assembly

Section 3. Election of Delegates.

a. No change

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state or by an all-member secret ballot vote of Student NEA members shall constitute election to the Representative Assembly for all purposes.

No change in remainder of article

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Sherry Duncan, Student NEA

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years,] The President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. [In even numbered years,] The Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

Section 5. Succession and Vacancies.

Vacancies occurring by reason of death, resignation, incapacity, judgment of impeachment, or other disqualification shall be filled as follows:

a. No change

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Elaine Sudduth, South Carolina

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO PROVIDE FOR PROPORTIONAL REPRESENTATION FOR EDUCATIONAL SUPPORT MEMBERS ON THE NEA BOARD OF DIRECTORS THROUGH ELECTION AT THE REPRESENTATIVE ASSEMBLY FOR AT-LARGE POSITIONS AS NECESSARY.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

g. Educational Support members shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of Educational Support members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Educational Support members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)
Contact Persons: John A. DeMars, West Virginia; Beth Supranovich,* Maine, and Edithe Fulton,* New Jersey; Frank C. Olbris,* Massachusetts, and Mary Christian,* Michigan; and Rose-Marie Lopez,* New York, and Clarence Wingrove, Florida*
*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION OR BYLAWS, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Article IX. Amendment of Constitution and Bylaws
Section 2. Amendment of the Constitution.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Section 3. Amendment of the Bylaws.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Priscilla W. Woolley, Georgia

AMENDMENTS 5 TO 14 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT 5
(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership
2-1. Classes.

a. No change

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Active membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . .

c. No change

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person (i) who is on a limited leave of absence from such employment except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Educational Support membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons. . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by two state delegations)
Contact Persons: Theodore W. Thomas, Ohio; Jeff Wahlquist,* Washington, and Ron Jones,* Oregon*
*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 5A
(Requires a majority vote)

Title: TO EXTEND THE RESERVE MEMBERSHIP CLASS TO PERSONS WHO HAVE HELD NEA ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP BUT WHOSE EMPLOYMENT STATUS NO LONGER QUALIFIES THEM FOR SUCH MEMBERSHIP; TO REMOVE THE THREE (3) YEAR LIMIT FOR RESERVE MEMBERS WHO ARE ON LEAVE OF ABSENCE FROM THEIR EDUCATIONAL POSITIONS; TO REDUCE THE ANNUAL DUES OF ASSOCIATE MEMBERS FROM ONE-HALF (½) THE DUES OF ACTIVE MEMBERS TO FIVE DOLLARS ($5); AND TO LIMIT THE SERVICES PROVIDED TO ASSOCIATE MEMBERS.

Bylaw 2. Membership
2-1. Classes.

g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association. Associate members shall be eligible to receive reports and publications of the Association in accordance with the policies and procedures of the Association.

h. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months [but not more than three (3) years] from the employment that qualifies him or her for Active or Educational Support membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

i. No change

2-3. Rights and Limitations.

Subsections a and b: No change

c. All members shall be eligible to receive special services, [to obtain] assistance in the protection of professional and civil rights, and [to receive] reports and publications of the Association in accordance with the policies and procedures of the Association.

Subsections d through h: No change

2-7. Membership Dues.

Subsections a through d: No change

e. Dues of Staff [and Associate] members shall be one-half (½) the dues of Active members.

f. No change.

g. Dues of Associate members shall be five dollars ($5) yearly.

(Reletter g, h, and i as i, j, and k.)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Mary Christian, Michigan

AMENDMENT 5B
(Requires a majority vote)

Title: TO PROVIDE THAT THE NEA SHALL INVOKE BYLAW 2-3.d. ONLY UPON THE REQUEST OF A GOVERNING BODY OF AN AFFILIATE IN THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN WHICH THE MEMBER IS ALLEGED TO HAVE ENGAGED IN THE PROSCRIBED CONDUCT IN VIOLATION OF THAT BYLAW.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through c: No change

d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)
Contact Person: Gary Obermeyer, Nebraska

AMENDMENT 6
(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERSHIP SHALL BE CONTINUOUS UNLESS TERMINATED FOR SUFFICIENT CAUSE AND TO PROVIDE THAT THE REVIEW BOARD SHALL DECIDE ON A CASE-BY-CASE BASIS WHETHER THERE IS SUFFICIENT CAUSE FOR TERMINATION.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through f: No change

g. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including "unjust use," shall be decided by the Review Board on a case-by-case basis.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Robert Moir, New Jersey

AMENDMENT 7
(Requires a majority vote)

Title: TO PROVIDE THAT A FIRST-YEAR TEACHER WHO JOINS THE ASSOCIATION DURING THE FIRST YEAR OF MEMBERSHIP ELIGIBILITY SHALL BE ALLOWED A CREDIT OF TEN DOLLARS ($10) FOR EACH YEAR OF MEMBERSHIP IN STUDENT NEA UP TO FOUR (4) YEARS, PROVIDED SUCH TEACHER OFFERS PROOF OF MEMBERSHIP IN THE STUDENT NEA.

Bylaws 2. Membership
2-7. Membership Dues.

a. No change

b. The Association shall allow credit to first-year teachers who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA up to four (4) years. The first-year teacher shall provide proof of membership in Student NEA to be eligible for the credit.

(Reletter b through h as c through i)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Henry Donaldson, Kansas

AMENDMENT 8
(Requires a majority vote)

Title: TO PROVIDE THAT ANY PERSON JOINING FOR THE FIRST TIME AS AN EDUCATIONAL SUPPORT MEMBER DURING THE FIRST YEAR OF ELIGIBILITY SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR.

Bylaws 2. Membership
2-7. Membership Dues.

Subsections a through e: No change

f. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (1/2) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Subsections g through i: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)
Contact Persons: John A. DeMars, West Virginia; Frank C. Olbris,* Massachusetts, and John C. Davis,* Washington; and Edithe Fulton,* New Jersey, and Beth Supranovich,* Maine*
*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 9

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF A LOCAL OR STATE AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by educational position, provided that the actual educational position of a president of a local or state affiliate who is elected as a delegate shall not be relevant for purposes of delegate representation. Such a person shall be eligible to serve as a delegate in his or her capacity as a local officer. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Treasure Brasher, Texas, and Cheryl Sarvis,* Georgia*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 10

(Requires a majority vote)

Title: TO TRANSFER FROM THE VICE-PRESIDENT TO THE SECRETARY-TREASURER THE DUTY OF SERVING AS CHAIRPERSON OF THE COMMITTEE ON PROGRAM AND BUDGET.

Bylaw 4. Executive Officers

4-3. Power and Duties of the Vice-President.

The Vice-President shall—

a. No change

b. [Serve as chairperson of the Committee on Program and Budget; and] Serve on the Committee on Program and Budget; and

c. No change

4-5. Power and Duties of the Secretary-Treasurer.

The Secretary-Treasurer shall—

a. No change

b. No change

c. [Serve on the Committee on Program and Budget;] Serve as chairperson of the Committee on Program and Budget;

Subsections d through g: No change

Bylaw 11. General Finance

11-7. Committee on Program and Budget.

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to prepare with the President, the Secretary-Treasurer, and the Executive Director the annual budget. The Vice-President and the Secretary-Treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1 five (5) of its members for staggered two (2) year terms. Members from ethnic minorities shall comprise at least twenty (20) percent of the committee. The Board shall elect additional members as appropriate to assure such ethnic-minority representation. A member elected by the Board of Directors shall serve only while a member of the Board. The [Vice-President] Secretary-Treasurer shall serve as chairperson.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Larry Koenck, Minnesota

AMENDMENT 11

(Requires a majority vote)

Title: TO PERMIT THE SEATING OF AN ALTERNATE DIRECTOR WHEN THE REGULAR DIRECTOR IS ABSENT FROM ALL OR A PORTION OF A BOARD OF DIRECTORS MEETING AND TO CLARIFY THE NEA'S FINANCIAL RESPONSIBILITY WHEN BOTH THE REGULAR AND ALTERNATIVE DIRECTORS SERVE AT THE SAME MEETING.

Bylaw 5. Board of Directors

5-6. Alternate Directors.

Subsections a through c: No change

d. [Prior to the opening of a Board meeting,] The president of the state affiliate may request that the alternate director be seated by the Board of Directors [if] when the regular director is to be absent from [that] an entire Board meeting or from one or more of its sessions. While seated, alternate directors shall have [the right to vote and otherwise participate and shall assume] all rights and privileges of [the] regular directors [replaced until the meeting is adjourned], except that they may not be elected to positions filled by and from the Board.

e. The attendance and/or seating of an alternate director shall not increase the Association's responsibility for expenses beyond what it would have been if only the regular director had attended the entire Board meeting.

(Reletter e and f as f and g)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Carol Carlin, Wisconsin

AMENDMENT 11A

(Requires a majority vote)

Title: TO ADD TO THE STANDARDS FOR LOCAL AND STATE AFFILIATES PROVISIONS THAT THE AFFILIATE SHALL DENY MEMBERSHIP TO AN INDIVIDUAL WHILE THAT INDIVIDUAL IS DENIED MEMBERSHIP IN THE ASSOCIATION PURSUANT TO BYLAW 2-3.d.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its local affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Hatwood Futrell, Virginia

AMENDMENT 12

(Requires a majority vote)

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN ITS GOVERNING DOCUMENTS TO PERMIT EACH LOCAL ASSOCIATION WITHIN THE STATE AT LEAST ONE (1) DELEGATE TO THE STATE DELEGATE ASSEMBLY.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and that state delegate bodies may adopt provisions to their governance documents to permit each local association at least one delegate to the state delegate assembly. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its non-supervisor members and its supervisor members;

Subsections b through f: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robin Matthews, Texas

AMENDMENT 13

(Requires a majority vote)

Title: TO ADD TO THE ASSOCIATION'S STANDARDS FOR STATE AFFILIATES A SEVENTH STANDARD PERMITTING THE DELEGATE BODY OF A STATE AFFILIATE TO ADOPT GUIDELINES FOR THE ELECTION OF DELEGATES TO THE STATE CONVENTION PROVIDED THAT THE GUIDELINES GENERALLY CONFORM TO THE FOREGOING SIX STANDARDS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through f: No change

g. State affiliates' delegate bodies may adopt guidelines for the election of delegates to their state conventions which shall generally conform to the above standards.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Dora Scott, Texas

AMENDMENT 14

(Requires a majority vote)

Title: TO SPECIFY THAT THE OPERATING RESERVE FOR CASH SHALL BE KEPT IN AN ACCOUNT SEPARATE FROM THE GENERAL FUND AND TO DELETE FROM BYLAW 12-1 THE DEFINITION OF THE OPERATING RESERVE FOR CASH.

Bylaw 11. General Finance

11-3. General Fund.

Subsections a and b: No change

c. The General Fund shall provide an Operating Reserve for Cash needs in an amount equal to at least five (5) percent of the annual budget for the previous year. This amount shall be kept in a separate account which shall be called the Operating Reserve for Cash. Appropriations from the Operating Reserve may be made only after the approval by two-thirds (2/3) vote of the Board of Directors following thirty (30) days' advance notice of the proposed appropriation.

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

Subsections a through f: No change

[g. Operating Reserve for Cash: The Operating Reserve for Cash shall mean the actual amount of cash and investments in the General Fund as of August 31 of each fiscal year.]

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from 2 or more states)

Contact Person: Paul O. LaPlante, Massachusetts

STANDING RULE AMENDMENTS 1 TO 4 REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO PROVIDE THAT THE RESOLUTIONS COMMITTEE SHALL CONSIST OF AN INTERNAL EDITING COMMITTEE AND ONE (1) MEMBER FROM EACH STATE AFFILIATE AND THE STUDENT NEA.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and [at least as many] one (1) additional member[s] from each state affiliate and the Student NEA [as the affiliate has NEA directors]. . . .

B. No change

C. State and At-Large Representatives. The registered delegates to the Representative Assembly from each state and from the Student NEA shall elect [as many] one (1) delegate[s] and alternate[s] to the Resolutions Committee from among its delegates [as each unit has NEA directors]. . . .

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: José Plata, Texas

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION, BYLAWS, OR STANDING RULES, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Rule 9. Amendments

A. Constitution and Bylaws.

1. *Constitution:* Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the seventh business meeting of the Representative Assembly.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles [and], texts, and, in twenty-five (25) words or less, the intent of the maker of proposed amendments to the Constitution along with the names and states of the contact persons shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly [. The text of the proposed amendments] and shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. *Bylaws:* Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) *Publication:* These amendments and, in twenty-five (25) words or less, the maker's intent shall be printed in an official publication sent to all members at least sixty (60) days prior to their consideration.

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by Bylaw. The text and, in twenty-five (25) words or less, the maker's intent of the proposed amendment[s] along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. Standing Rules.

1. No change

2. *Time for Submission and Notice:* (a) A proposed amendment to the Standing Rules shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. (b) The text and, in twenty-five words or less, the maker's intent of the proposed amendments along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration. (c) The Standing Rules may then be amended by the Representative Assembly by a majority vote of the delegates present and voting, by voice vote.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Tere L. Green, Georgia

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO INCREASE THE TIME ALLOTTED FOR THE RESPONSES OF CANDIDATES FOR EXECUTIVE OFFICER POSITIONS OR THE DESIGNEES OF SUCH CANDIDATES.

Rule 10. Elections, Committee and Procedure

G. Nominations. At the first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

Subsections 1 and 2: No change

3. Each candidate shall be nominated from the floor by motion of a delegate. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given [five (5)] ten (10) minutes for this purpose. Candidates for Vice-President [,] and Secretary-Treasurer [, and] shall be given seven (7) minutes. Candidates for the Executive Committee shall be given three (3) minutes. Candidates for at-large positions on the Board of Directors shall be given two (2) minutes.

No changes in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)

Contact Person: Eric Feaver, Montana

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO LIMIT THE PROHIBITION AGAINST THE CONSUMPTION OF ALCOHOLIC BEVERAGES IN THE REPRESENTATIVE ASSEMBLY TO DISTILLED LIQUOR.

Rule 12. Prohibitions

A. No change

B. There shall be no consumption of distilled alcoholic beverages in the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Art Parks, New York

Interviews are key to NEA-PAC endorsements

ELECTIONS 1982

CHARLESTON, W. VA.—Direct, face-to-face contact—that's the cornerstone of the process by which candidates for federal office are carefully screened before being endorsed by NEA's Political Action Committee (NEA-PAC) and state and local Association political action arms.

NEA-PAC's objective is to help elect pro-public education candidates who support federal legislation consistent with the policies established by the NEA Representative Assembly.

The West Virginia Education Association (WVEA/NEA) typifies the Associations across the country now conducting candidate interviews as political activity begins to heat up.

The WVEA/PAC steering committee recently met with Senate minority leader Robert Byrd, who is up for reelection in November, to pin down his current views with emphasis on four key issues—tuition tax credits, the Department of Education, the Equal Rights Amendment, and collective bargaining rights for public employees.

In addition to these issues, on which Associations everywhere are being urged to question candidates this year before deciding whom to endorse, WVEA also probed Byrd's stands on the Reagan budget cuts, defense spending, and Social Security benefits.

Following the interview, WVEA President Lowell Johnson announced, "Senator Byrd once again has our support."

Sen. Robert Byrd (D-W. Va.) responds to questions from WVEA/PAC steering committee during a wide-ranging interview centering on political issues important to Association members. At right is steering committee member Debbie Provance.

65-member Council meets at NEA headquarters to consider state affiliates' recommendations for first round of 1982 NEA-PAC congressional endorsements. NEA-PAC offers NEA members nationwide a way to pool their strength in support of pro-education candidates for federal office.

NEA-PAC endorsements are decided by a majority vote of the 65-member NEA-PAC Council, representing every state. No endorsement can be made without the concurrence of the appropriate NEA state affiliate.

A total of 33 congressional candidates, including Senator Byrd, were endorsed by the Council at its March 22 meeting. Three hundred endorsements are expected by Election Day.

All 435 seats in the U.S. House of Representatives and 33 in the Senate are up for grabs on November 2. Some 134 House and Senate races have been targeted as especially pivotal ones where NEA-PAC support can make a major difference. These are largely seats where the race is considered close, and "open" seats where no incumbent is running.

NEA-PAC's goal is to raise enough money to provide a financial contribution to every candidate who earns its endorsement this year. The drive to build up NEA-PAC's 1982 treasury continues, with the top 10 states in per-member contributions so far ranking as follows: Hawaii, Wyoming, Washington, Alaska, Alabama, Delaware, Nebraska, Missouri, New Mexico, and Nevada. □

Redistricting makes political action more crucial this year

WASHINGTON, D.C.—Association members will need to work harder than usual to get out the pro-public education vote in the 1982 elections, now just months away.

Why? Because by November there will be many brand-new congressional and legislative districts, with brand-new voter behavior patterns.

Political action efforts will be further complicated by the fact that even at this late date, many district boundaries have still not been set, due to partisan politics and challenges resulting in court and Justice Department involvement. As a result, in some states it is still not known who will be running for which seats.

District boundaries are remapped every 10 years to reflect population shifts as revealed by the census. This year, use of computers to construct new districts of equal population, as well as the passage of state laws requiring "compact" and "contiguous" districts, have cut down on the most blatant forms of gerrymandering—the old political art of drawing strangely shaped districts to benefit a particular incumbent or party.

No matter how districts are finally drawn, however, reapportionment is sure to have a major political impact. In all, 10 states are losing congressional seats while 11 states are gaining. Even in states retaining the same number in their congressional delegation, population changes within the state (e.g., fewer people in the inner cities) mean that district lines must be redrawn.

In New Jersey, Illinois, Indiana, Pennsylvania, and other states that are losing seats in Congress, two or more incumbents of the same party have been forced to compete for a single seat in the newly combined districts, making primaries particularly important this year.

Which party gets its incumbents thrown into a single district, of course, tends to depend on which party controls the legislature and the governor's office as the lines are redrawn.

Confused about which district you'll be voting in, or which of two competing incumbents better deserves to represent you? Wondering how you can help get out the vote among your district's new constituents? Contact your local or state Association political action committee for advice and assistance. □

HOPE AMID DESPAIR: preserving civil rights under the 'new federalism'

WASHINGTON, D.C.—Amid the gloom and doom of the moment, nearly 300 Association members attending NEA's 20th Annual Conference on Human and Civil Rights in Education, February 19-21, heard harsh facts about the Administration's retreat from social progress. But they were also inspired to continue working toward equality.

Inspired by moving speech by NEA Executive Director Terry Herndon (inset), over 150 conferees marched around the White House in a silent vigil for peace. "Consider that there are now 40,000 to 50,000 nuclear weapons in the world and that their explosive power exceeds one million Hiroshima bombs," said Herndon.

"The President is now talking about the new federalism. Some have defined that as the code word for states' rights," said keynote speaker Rep. Ronald Dellums (D-Calif.). "I think this move will stimulate regional conflict, class conflict, and racial conflict."

While the nation's military budget approaches $4 trillion (right, *trillion*) over the next decade, said Dellums, "Black and third world people, women, and children will be fighting over who gets the lion's share of the crumbs in 50 state capitals."

NEA President Willard McGuire attacked Reaganomics—or more appropriately, "Reagan*hood*," which he defined as "taking from the poor to give to the wealthy, taking from the elderly to give to the strong, taking from the general public to give to private industrialists, taking from the public treasury to give to private religious institutions. . . ."

McGuire also reminded his listeners that despite attacks on public education, "You do a magnificent job. Our schools have educated the people of an entire nation, not just the wealthy, the privileged, or the highly intelligent, but *all* our citizens."

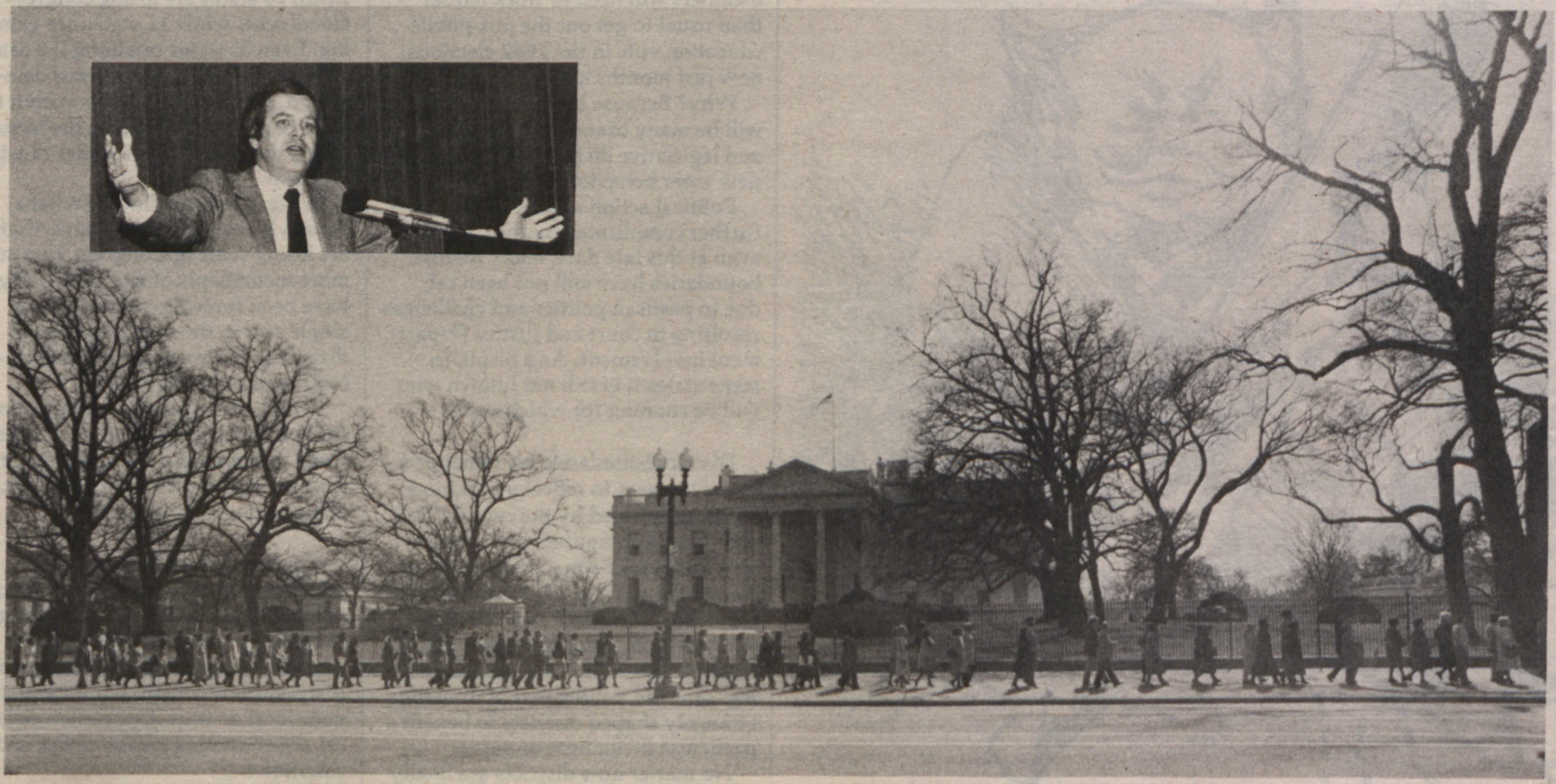
Delivering a powerful address on the dangers of nuclear war, NEA Executive Director Terry Herndon said, "I and those whom I dearly love may yet be the victims of this contemporary madness, but I will resist and press for peace." He urged NEA activists to turn their attention to the "protection of our right as human beings to live safely and freely without persistent fear that governments, by decision or accident, will end civilized life on our marvelous planet."

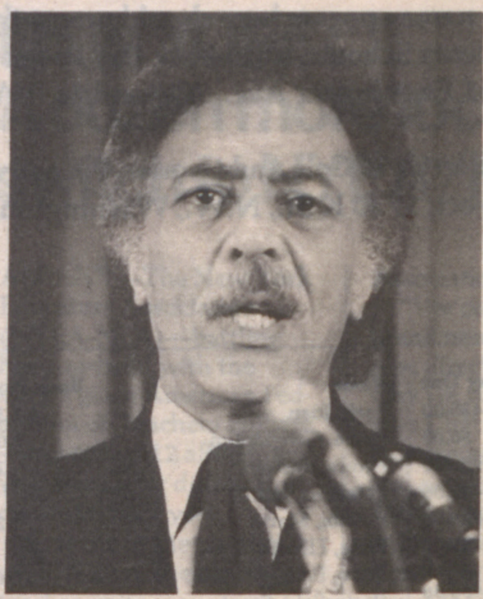
Inspired by Herndon's address, conferees spontaneously collected $427 to publicize his message and then silently marched from their hotel to the White House to protest the Administration's policy of military expansionism and to witness for peace. An ad hoc committee for peace was organized to work for an NEA peace initiative.

The Rev. Robert Drinan, S.J., a former member of Congress who now teaches law and is president of the Americans for Democratic Action, expressed the feelings of many about the Reagan Administration's stance on civil rights when he said, "We're afraid that all we've worked for will be wiped out."

"You are perplexed and worried, and I wish that I could give you more hope rather than fear," said Drinan. "But I do think that things are turning around. Liberals and progressives and those who believe in the philosophy of NEA should come forward and say, we are not retreating, we built this country, we're proud of what was done over the last 50 years, and we're not backing away."

Suggesting that the new federalism is really "the new feudalism," NEA Government Relations Director Linda Tarr-Whelan collected postcards from con-





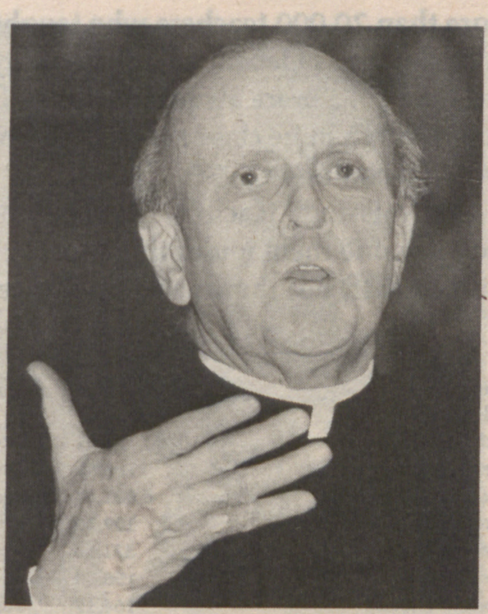
"There are over 160 nations in the world, millions of people starving for human dignity and the right to develop, and we continue to be competitive over who can best destroy human life—with MX missiles, Trident submarines, and B-1 bombers. An absurdity!

"We need a foreign policy that speaks to the issue of world peace, that embraces the concept of stopping the nuclear arms race to the point of eradicating nuclear weapons from the face of the earth . . . a foreign policy that speaks to human rights and human dignity and economic development. . . . The nuclear bomb is an equal opportunity destroyer."

Rep. Ron Dellums (D-Calif.), in keynote speech to NEA conferees

"I'm tired of conservatives and the press saying we don't have an alternate program. We have a dream and a vision that's at the very core of the NEA, and I think now is the time for us to come forward and assert that dream."

Father Robert Drinan, S.J., urging NEA members to keep the faith



ferees encouraging senators who back the Voting Rights Act.

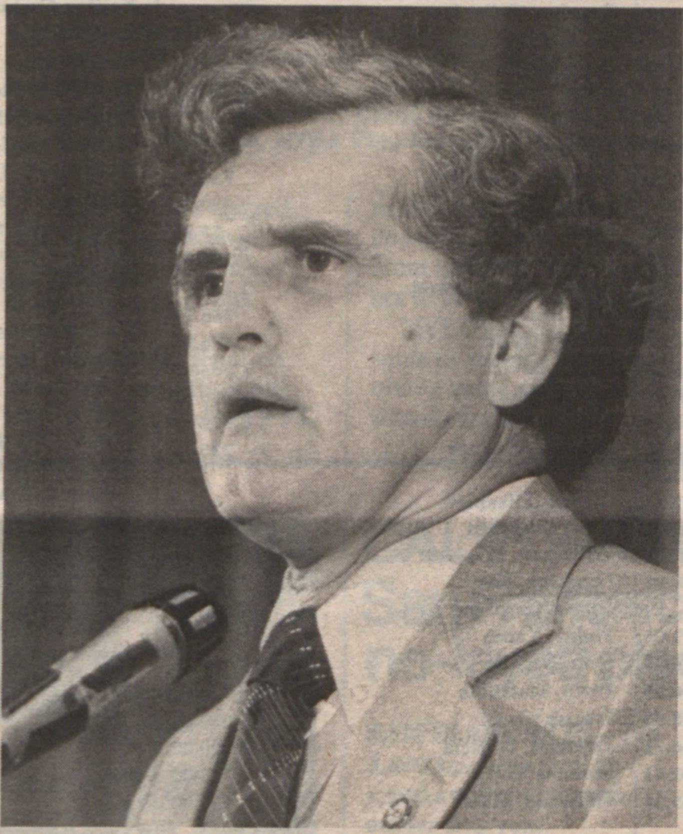
Conference participants attended workshops on extremism, affirmative action, desegregation, evolution vs. "scientific creationism," and the Equal Rights Amendment. Skills workshops concentrated on mobilizing for action, bargaining, and coalition building.

Georgia Fuller, assistant director of Interchange, an alliance of national organizations, told extremism workshop participants, "The New Right is engaged in a new form of class warfare—not of the Marxist type, but of encouraging subgroup antagonism."

Wayne Moyer, executive director of the National Association of Biology Teachers, said creationism "fits neatly into the new conservative goal of dismembering public education and setting up private Christian schools."

"We educators cannot sit back while open season is declared on public schools," warned NEA Secretary-Treasurer Mary Hatwood Futrell. "For the first time in our history, we have a president in the White House who has declared war on public education.

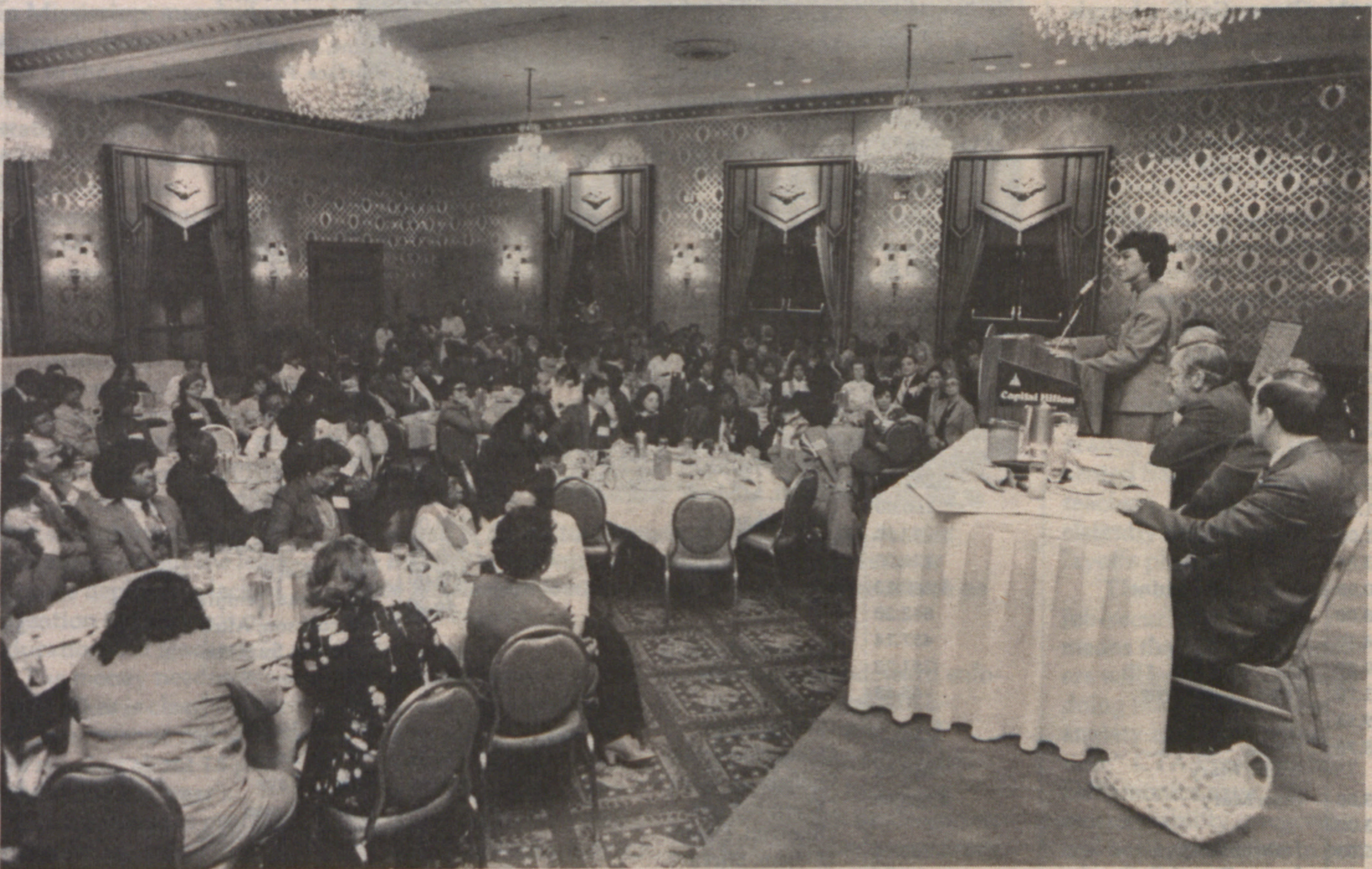
"We cannot afford to become discouraged," she added. "We have known setbacks before. If you go home and do nothing, we will lose . . . but together through perseverance and determination we will defeat those who would deny us our heritage." ☐



"Mr. President, we would no more let you foist a dried-up creekbed of limited block grants assistance on the states in place of a nourishing stream of federal aid than we would stand by and let you hand schoolchildren a bottle of ketchup and call it a vegetable!

". . . When last we looked, reading was still one of those original three R's and not some kind of frill. To put it in terms even this Administration might understand, reading is a 'truly needy' subject, and we're going to fight for the opportunity to keep on teaching it."

NEA President Willard McGuire, defending compensatory education and other categorical programs



"Today there is a concerted effort, nurtured by the Reagan Administration, to dismantle many of the human and civil rights gains Americans have achieved during nearly a century and a quarter. . . .

"We are supposed to believe that there is no more need for affirmative action because we have 'arrived' in the job market. But as long as minority men earn only 66 percent, and women only 59 percent, of what white males earn—as long as women and minorities are stereotyped into dead-end jobs—affirmative action is still very much needed."

NEA Secretary-Treasurer Mary Hatwood Futrell, at closing session of the conference

Does the government owe you money?

More than 20,000 teachers who taught in the Department of Defense Overseas Dependents Schools System between April 1966 and June 1975 were awarded a total of $60 million in back pay damages in a huge class action suit won by NEA's Overseas Education Association in 1975.

The "missing" teachers listed below have never collected the back pay due them under this court ruling. The opportunity to do so still exists, but there is no assurance how much longer that will last. Any teacher whose name appears here should promptly contact the Office of Dependents Schools, attn: Back Pay Project, Department of Defense, 2461 Eisenhower Ave., Alexandria, VA 22331.

Please send a copy of your letter to Cole and Groner, P.C., Overseas Teachers Judgment Project, 1730 K St., N.W., Washington, DC 20006.

Name	Back Pay Due
Ables, Pamela	$ 79.67
Aichele Artie	18.57
Alexander, Cheryl	158.81
Andrews, Catharine	6,051,57
Arnold, Bonnie	109.29
Asano, Gayle	331.00
Austin, Glenna	158.33
Austin, Glenda	164.17
Baez, Brunilda	151.78
Bailey, Connie	82.81
Bankes, F. Sandra	302.18
Barrowclough, Jane	82.97
Barton, Delia	525.00
Basine, Gail	57.15
Bass, Virginia	326.00
Bassel, Lynda	10.95
Bassett, Karen	67.50
Baugh, Karen	75.21
Baxter, Terry	250.00
Beikman, Margaret	390.83
Benninghoven, Annette	406.00
Blessinger, Jane	203.05
Boehm, Rochelle	165.00
Bolgiani, Sally	52.00
Bookholt, Valerie	375.05
Boone, Lynn	635.00
Bowers, Barbara	467.75
Brabham, Brenda	845.00
Brano, Priscilla	1,505.05
Bratton, Gay	50.00
Brooks, Lela	
Brown, Estella	871.05
Brown, Marianne	246.49
Brown, Patricia	30.95
Bruno, Janet	258.03
Burch, Jantje	556.71
Burkes, Vera	1,601.43
Byrne, Frances	155.36
Carney, Susan	67.05
Carpenter, Carolyn	787.50
Carr, Katherine	8.36
Carter, Helen	584.88
Cassin, Ruth	369.00
Catanzano, Pamela	294.29
Causey, Jessie	163.33
Chaluisan, Henry	1,628.00
Chapman, Ramona	524.80
Clark, Jo Ann	47.05
Clayton, Judith	205.00
Clement, Sandra	1,234.52
Cline, Carol	78.33
Clinger, R. Ann	64.00
Cobstill, Nancy	45.66
Coffey, Sharon	66.67
Coleman, Linda	260.35
Coleman, Ellen	500.00
Collyer, Paul	94.00
Connell, Harriett	23.22
Connolly, Shirley	1,481.07
Connor, Nancy	481.00
Cooney, Sharon	193.86
Cooper, Ginger	100.95
Crawford, Patricia	48.00
Crawley, Rudean	544.17
Cross, Aretha	49.57
Cruz, Inez	41.79
Cullen, Winifred	79.85
Cutting, Roberta	585.78
David, Anne	2,065.00
Davis, Helen	53.00
Davis, S. Suzanne	435.00
Davis, Gregory	120.83
Davis, Manuel	111.90
Dawes, Patricia	37.15

Name	Back Pay Due
De Lacy, Lynn	$1,313.93
Delbridge, Jan	825.00
Demme, Marie	386.42
Dheur, Elizabeth	3,414.00
Dickert, James	4,884.18
Diffee, Marguerite	423.86
Dodd, Rebecca	5,812.84
Douthett, Christine	841.50
Dozois, Laurence	396.88
Drexler, Clifford	155.25
Driver, Phyllis	29.28
Durham, Janice	528.43
Durr, Laverne	6,259.43
Edelman, Edythe	471.42
Edelschick, Shelley	750.00
Edkins, Rhea	320.36
Egan, John	27.86
Eisele, Stephanie	197.37
Eisenstadt, Margaret	1,125.00
Elks, Margaret	388.57
Elliott, Myria	76.91
Ellis, Marcia	1,364.40
Emery, Gloria	686.99
Engelbrecht, Bernice	1,872.57
England, Eleanor	235.72
Farmer, Elizabeth	48.00
Fecycz, Andrea	406.64
Feldmann, Marjorie	50.54
Ferguson, Kay	2,347.14
Ferree, Carolyn	2,822.86
Finley, Karen	92.00
Fittz, Dorothy	1,777.50
Forth, Madeline	9,826.00
Frazier, Carol	5,520.00
Freeland, Patricia	420.00
Fromme, Faith	73.00
Fullwood, Betty	275.00
Gaberman, Joan	200.00
Ganger, Gayle	54.48
Gayles, Laura	13.75
Gibbons, Christina	665.24
Glisson, Michael	618.00
Glover, Elizabeth	197.37
Graudusius, Ruta	261.93
Green, June	1,940.42
Haaser, M. Lucynthia	110.72
Haines, Judith	195.00
Ham, Anne	990.36
Hancock, Susan	66.67
Hare, Ronald	50.00
Harper, Judy	166.07
Hart, Barbara	
Harvey, Carolyn	581.34
Haughin, Sarah	29.85
Haynes, Kathy	34.36
Heller, Susan	282.14
Hogle, Jane	160.00
Holley, Harold	97.50
Hollis, Sandra	175.00
Hoover, Catherine	1,267.13
House, Judith	842.20
Howard, Sue	457.14
Hubertus, Fay	251.72
Hunt, Jacquelyne	65.48
Irving, Patricia	945.00
Irwin, Mary	865.54
Izzo, Mary	1,100.95
Jackson, Evelyn	563.93
James, Dorothy	1,531.07
Janerich, Maureen	48.00
Jasper, Jacqueline	699.99

Name	Back Pay Due
Jensen, Mary	$ 435.00
Jensen, Birte	50.00
Jerome, Elmer	954.00
Johnson, Carla	442.86
Johnson, Richard	1,525.00
Jones, Barbara	49.00
Kane, Helene	3,460.86
Karnowski, Patricia	6.71
Kaufer, Carina	11.21
Kelly, Zelda	211.25
Kenny, Alice	23.00
Kessler, Shirley	395.00
King, Elizabeth	408.43
Kirkpatrick, Joanne	1,098.00
Kirkpatrick, Laverta	1,024.50
Klingler, Patricia	619.95
Knehans, Margaret	281.14
Kolinski, Leocadia	3,416.00
Kruchek, Beth	341.07
Lacaze, Orelia	18.57
Lambert, Meri	63.49
Lantz, Susan	166.07
Larkin, Terry	188.50
Leapley, Margaret	539.05
Leary, Sharon	358.00
Leibovitz, Marilyn	997.64
Leisy, Diane	369.76
Leonard, Louise	829.62
Leonard, Sharon	495.00
Leonard, Rose	159.11
Levine, Barbara	442.62
Lewis, Lendy	13.57
Linder, Eleanor	49.00
Long, Karen	117.14
Loyd, Sally	139.82
Maas, Catherine	468.37
MacGregor, Anne	395.00
Madigan, Josephine	497.62
Maish, Gail	263.50
Malloy, Martin	2,225.00
Marino, Ann	217.14
Marshall, Maureen	495.00
Mazzei, Judith	23.22
McClinton, Ben	1,687.38
McDivitt, Patricia	714.43
McDowell, Ann	225.77
McDuffie, Catherine	430.95
McGinty, Kay	
McKay, Helen	2,368.33
McMahan, Mary	224.52
McNamara, Maureen	111.85
Mendoza, Akira	302.04
Meyer, June	4,686.99
Michaels, Ruth	
Miller, Mary	22.46
Miller, Lila	5,813.57
Milske, Judith	228.57
Minett, Mildred	382.50
Moore, Fannie	298.00
Moreland, Judith	1,426.35
Moses, Lavadis	395.00
Moss, Jane	46.00
Newman, Priscilla	157.17
Norton, Claire	525.00
Oakley, Mary	
Ockey, Christine	1,725.72
Oldfield, H. Gay	550.95
Oliver, Patricia	50.00
Olkowski, Diane	293.33
O'Flynn, Eileen	49.00
Packman, Dana	324.05
Parent, Ann	171.43

Name	Back Pay Due
Park, Joan	$1,301.06
Peace, Gwendolyn	1,036.85
Peters, Barbara	139.00
Peterson, Judith	36.12
Pineda, Maria	218.36
Pires, Elinor	51.00
Piteo, Barbara	408.00
Porterfield, Steven	560.00
Raley, Nicholas	48.00
Rebman, Barbara	49.00
Reele, Cathey	
Reinbold, Elaine	45.50
Resk, Nancy	840.00
Rhodes, Judy	631.00
Richards, Jo Ann	1,725.15
Riley, Paula	41.43
Rinaldo, Diana	48.00
Rodman, Anne	1,406.66
Rogelstad, Claire	48.00
Rose, Linda	177.00
Rowell, Lauren	95.00
Runnels, Linda	48.00
Russell, Raymond	205.00
Sattelberg, Wendy	20.43
Schemick, Sara	548.99
Schoeller, Patricia	23.50
Schurter, Colleen	219.24
Schusterman, Lewis	1,330.00
Scotch, Rose	1,115.00
Sebesan, Ann	4.64
Shaeffer, Nancy	224.26
Simons, Roberta	80.00
Slattebo, Karen	97.43
Smith, Linda	324.76
Smith, Joy	92.00
Smith, Linda	185.00
Snider, Loreen	58.00
Sparks, Linda	136.19
Stebbins, Beverly	136.00
Steindl, Janet	67.38
Stine, Mary	347.14
Surface, Paul	9.05
Tanner, Frances	645.00
Taylor, Joan	431.52
Taylor, Judson	1,515.00
Thorp, Michaele	808.29
Tierney, Elizabeth	4,124.25
Titton, Judith	1,395.00
Tourville, Susan	189.38
Unger, Janice	244.52
Webb, Sara	1,325.00
Weber, Norman	2240.90
Wells, Karen	295.00
Welsh, Dorothy	155.00
Weltner, Frank	941.00
West, Larry	178.00
Whitby, Catherine	136.66
White, Cecil	45.14
Whitehead, Jennifer	193.74
Willcockson, Alice	3,570.00
Williams, Suzanne	630.00
Williamson, Ann	18.84
Willis, Yvonne	342.65
Willkie, Helen	1,294.00
Wilson, Ruby	572.43
Wright, Faye	1,401.00
Wright, Karen	49.00
Wulfeck, Patsymae	311.02
Young, Alice	1,978.84
Zaeska, Jerome	92.00

NEW YORK: A dozen more locals switch to NYEA/NEA

ALBANY—The New York Educators Association (NYEA-NEA)—battling head-to-head with the state's giant American Federation of Teachers affiliate—has tallied 12 affiliation victories so far during the current school year.

In three of the election wins, NYEA wrestled teacher units away from the New York State United Teachers (NYSUT/AFT). New York is the AFT's flagship state, accounting for over 200,000 of the Federation's 500,000 members nationwide.

The three teachers' units that have switched from NYSUT to NYEA this year are the Chatham Central School Teachers Association, the United Teachers of Keshequa, and the Sackets Harbor Teachers Association.

"We're interested in a brand new start, a whole new direction, and that's why we turned to NYEA," says Chatham President Faye Sninchak, a language and accounting teacher. "NYEA has an excellent track record around New York. We're optimistic about the future."

NYEA President Tom Pisa cites the Association's by-the-numbers, A-to-Z servicing programs as the key to its organizing success. "NYEA, backed up by NEA, stands tall on its service record," he says. "We bargain better, we train better, we lobby better, we grieve better—and we always put the member first, unlike NYSUT."

Since NYEA and NYSUT split in the mid-1970's, NYEA has been engaged in a tough organizing struggle and has built a membership of about 25,000.

NYEA prides itself on being the "education union." NYSUT and the AFT, meanwhile, will organize anything that moves—from transportation workers to hospital employees.

NYEA has chalked up some of its biggest organizing gains among educational support personnel (ESP's). Statewide, NYEA now represents over 3,000 school support staff.

In all, NYEA's 12 organizing wins this year have involved more than 800 teaching and support employees. □

Over 200 secretaries, teachers' aides, and nurses in the Association of Greece Central Educational Personnel recently abandoned their independent status to join their 730 teacher colleagues in NYEA's ranks. Greece is a Rochester suburb. From left are (seated) Jean Full, President Carol Blakely, Marion Boburka, and Betty Trevor; standing are Barbara Mangano, NYEA Vice-President Connie Eno, and Roselyn Sullivan.

MISSISSIPPI: silent no longer

JACKSON—In a massive show of teacher power unprecedented in this state, more than 8,000 teachers from every school district in Mississippi, marched through downtown Jackson to the capitol steps March 2 to protest the state legislature's plans to offer them no salary increase next year.

Mississippi teachers are the lowest paid in the nation, averaging $13,017 in 1980-81—some $4,000 below the national average.

"Mississippi teachers have been silent too long," Mississippi Association of Educators (MAE/NEA) President Janice McAllister told the throng. "It's time that something was said—and done—about the legislature's deplorable lack of attention to the needs of education and teachers."

The money needed for wage hikes is clearly there, as state revenue collections are running about 15 percent above last year's. "These politicians proclaim that they are supporters of education and then turn around and want to create a cash reserve instead of funding salary increases," McAllister added.

Two weeks later, over 300 delegates to the MAE convention staged a funeral procession on the steps of the capitol and heard eulogies for several MAE-backed bills that died during this year's legislative session, including state-funded kindergarten and a stronger compulsory education law. □

Outraged at legislature's plans to divert money needed for teacher raises into a $30 million cash reserve, over 8,000 Mississippi teachers stage unprecedented march on the state capitol.

CALIFORNIA: San Francisco wins no-layoff pledge

SAN FRANCISCO—The 3,400 teachers here enjoyed another triumph earlier this year.

Over 80 percent of them signed a Classroom Teachers Association petition asking the school board to guarantee there'll be no layoffs in 1982-83. And late in February the board responded with a firm no-layoffs policy. The vote was unanimous—an unexpected bonus.

Superintendent Robert F. Alioto strongly recommended the job guarantee. During the four years the AFL-CIO's American Federation of Teachers represented San Francisco's teachers, Alioto had consistently opposed no-layoffs pledges.

"The adoption of this job-security provision means that the city's teachers will be able to continue doing their jobs without anxiety and demoralization," CTA President Judy Dellamonica says. "It means stability, progress, and better education in our schools."

Since taking collective bargaining rights away from the AFT last May, the Association—an affiliate of the California Teachers Association and NEA—has produced a steady flow of victories for San Francisco's teachers.

In September CTA signed the first teacher contract ever negotiated here without bitter acrimony and divisive strike threats—and won an 8 percent salary increase, the highest this year in any large urban California school system.

Community groups, city leaders, and the news media have all applauded CTA for restoring harmony to the schools. As the *San Francisco Chronicle* editorialized in late February, "This spirit of good will, this reasonable let's-work-it-out-together attitude that emanates from the CTA has been an important factor in achieving the sense now abroad that the city's schools are truly 'turning things around.'" □

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Encore News—*syndicated, weekly (check local listings for stations, dates, and airtimes).* Half-hour news retrospectives show viewers important past events via actual film clips.

Who Will Protect the Family?—*PBS, Friday, April 16, 10-11 p.m. ET.* Story of the Equal Rights Amendment ratification process in North Carolina over the past 10 years.

Tuned In—*PBS, 15-minute segments twice a week beginning Monday, April 19 (check local listings for dates and airtimes).* Ten-part dramatic series designed to develop critical TV viewing skills. Developed in collaboration with NEA; highly recommended for classroom viewing. Study guides have been mailed to all UniServ offices.

A Midsummer Night's Dream—*PBS, Monday, April 19, 8-11 p.m. ET.* Shakespeare's complex, comic story of love gone wildly awry in an enchanted forest.

Media Probes—*PBS, Tuesdays beginning April 20, 8-8:30 p.m. ET.* Eight-part series exploring the role of mass communications media in American culture.

Pleasure Drugs: The Great American High—*NBC-TV, Tuesday, April 20, 10-11 p.m. ET.* "NBC White Paper" analyzes pleasure drugs' broad implications for society as a whole. Suggests new laws are needed and shows how business, industry, and the armed services are coping with drug problems. Study guides available from NBC stations.

Thinking Twice About Nuclear War—*PBS, Wednesday, April 21, 10-11 p.m. ET.* Mike Farrell hosts an examination of our response to the risks of the arms race and documents the efforts of individuals working in different ways to prevent nuclear war. Many stations will present local follow-up programs. The broadcast airs during Ground Zero Week, a nationwide effort to educate Americans on the issue of nuclear war. Viewers' guides available free from Skye Pictures, 1460 Church Street, N.W., Washington, DC 20005.

A Woman Called Golda—*syndicated two-part, four-hour motion picture for television, Saturday and Sunday, April 24-25 (check local listings for stations and airtimes).* Ingrid Bergman stars as former Israeli Prime Minister Golda Meir, one of the 20th century's greatest women.

The National Crime and Violence Test: Rape and Assault—*syndicated, Sunday, April 25 (check local listings for station and airtime).* Dramatizations show how best to deal with an attempted rape or assault. Questions test viewers' knowledge and judgment.

Ian McKellen's "Acting Shakespeare"—*PBS, Monday, April 26, 9-10:30 p.m. ET (dates and times may vary).* British actor Ian McKellen interprets some of Shakespeare's greatest characters, imparting historical data on the theatre of the times, probing the nature of the plays, and bringing the bard's work vividly to life.

Saudi Arabia—*PBS, Tuesdays, April 27 through May 11, 8-9 p.m. ET.* Three-part documentary on the people, traditions, economy, and politics of Saudi Arabia.

With Babies and Banners: Story of the Women's Emergency Brigade—*PBS, Friday, May 7, 10-11 p.m. ET.* Documentary account of the role women played in a 1937 General Motors sitdown strike. Teachers' guide appears in mid-April issue of *NEA NOW* newsletter. Viewers' guides available from Educational TV and Film Center, 1747 Connecticut Ave., N.W., Washington, DC 20009.

Inside the Third Reich—*ABC-TV, Sunday, May 9, 8-11 p.m. ET and Monday, May 10, 9-11 p.m. ET.* Dramatization based on the memoirs of Albert Speer, Nazi minister of war production, who confessed personal responsibility for the Holocaust during the Nuremberg trials. Study guides available from ABC stations or Cultural Information Service, P.O. Box 92, New York, NY 10156.

Marco Polo—*NBC-TV, four-part, 10-hour mini-series set for mid-May (check local listings for dates and airtimes).* Dramatization of the exploits of the Venetian adventurer and merchant credited with beginning the age of exploration and the technological revolution. Study guides available from NBC stations.

Ingrid Bergman portrays the life of Golda Meir from her early days in Milwaukee through her career as Israeli prime minister, in two-part motion picture syndicated to many local TV stations April 24 and 25.

Troilus and Cressida—*PBS, Monday, May 17, 8-10 p.m. ET.* New production of Shakespeare's bitter comedy attacking the heroic myths of the Trojan War. The director manages to draw sly parallels with M*A*S*H.

Coming Out of the Ice—*CBS-TV, Sunday, May 23, 8-10 p.m. ET.* John Savage stars as Victor Herman, an American athlete who spent 45 years in the Soviet Union, 18 of them in Siberia where he was imprisoned and suffered brutality and starvation. Based on Herman's memoirs. ☐

IN BRIEF

Beware the new wave of teen romance novels

NEW YORK CITY—Four new series of preteen and teenage romance novels that students order from book lists distributed in schools would make good springboards for classroom discussions of sex role stereotyping.

Published by Scholastic, Bantam, and Simon and Schuster, books in the "Wildfire," "Sweet Dreams," "First Love," and "Wishing Star" series are all about high school girls meeting Mr. Right.

The messages they convey: good looks and the right clothes are a girl's most important attributes; if she's lucky, a young woman can walk off into the sunset with the *perfect* boyfriend and take no further responsibility for her life.

Minorities are either not featured at all, or else portrayed as superhuman beings.

After reading some of these novels, one New York parent telephoned NEA for suggestions on how to counteract their insidious sexual and racial messages. NEA then worked with the Council on Interracial Books for Children to publish a report for educators and parents, fully analyzing the novels.

The report points out that while educators should not behave like censors of student reading material, clearly they have a role to play as constructive critics of literature for children and youth.

The report is available for $3.50 from the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Request CIBC *Bulletin*, volume 12, numbers 4 and 5. ☐

Calling all computer buffs

WASHINGTON, D.C.—NEA's National Foundation for the Improvement of Education (NFIE) is looking for NEA members with expertise in developing and evaluating computer courseware in various subject areas, to participate in possible future NFIE projects.

Interested? Please write to Jack Kleinmann, NFIE, Room 628, 1201 Sixteenth Street, N.W., Washington, DC 20036, outlining your training, experience, and relevant current activities. ☐

Energy education workshops available

WASHINGTON, D.C.—The U.S. Department of Energy is funding 54 workshops this summer and during the 1982-83 school year to help some 2,000 teachers at all levels increase their understanding of energy research and technologies.

Workshops will be held at universities and colleges in 40 states and Puerto Rico; most will last two weeks. The host institutions will select teachers to participate.

For information about the workshop nearest you and how to apply, write to Office of Energy Research, ER-44, Department of Energy, Washington, DC 20585. ☐

Ground Zero Week: April 18-25

WASHINGTON, D.C.—Concerned about the threat of nuclear war but prefer not to think about it? Take the time during Ground Zero Week, April 18-25, to learn what would happen if nuclear war were to break out.

Would you survive? Are there alternatives to nuclear holocaust? Ground Zero, an NEA-endorsed nonpartisan educational group, is urging Americans to discuss these questions with their friends and neighbors.

The term "ground zero" refers to the concentric territory nearest the center of a nuclear explosion where complete and utter destruction takes place.

Besides discussing the nuclear arms race and the chances of surviving a nuclear disaster, teachers might use Ground Zero Week to ponder with their students the relationship between America's military and education budgets. ☐

Board okays budget adjustment, SCEA grant

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the February 12-13, 1982, Board meeting.

Subjects of roll-call votes:

#1: To appropriate $72,000 from contingency funds for the purpose of a special grant to the South Carolina Education Association. (113 YES, 10 NOT VOTING, 5 ABSENT with one represented by an alternate director).

#2: To approve proposed budget adjustments in the amount of $1,400,000. (116 YES, 5 NO, 2 NOT VOTING, 5 ABSENT with one represented by an alternate director).

Key:

'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted a position or statement on the vote

		Roll Call Vote #	
Name	**State**	**1**	**2**
Cook	Ala.	Y	Y
Dotson	Ala.	Y	Y
McDanal	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Sayler	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	0	0
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Gooden *	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	0	0
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	N
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kans.	Y	Y
Steele	Kans.	Y	N
Harvey	Ky.	Y	Y
Morton	Ky.	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan **	Maine	NV	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
Dunn **	Mass.	NV	Y
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
LaPlante	Mass.	Y	Y
Christian **	Mich.	NV	Y
Davenport **	Mich.	NV	Y
Smith	Mich.	Y	Y
Speicher **	Mich.	NV	Y
Zook	Mich.	Y	Y
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	Y	Y
Goldman **	N.J.	Y	N
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N.Mex.	Y	Y
Cleveland **	N.Y.	NV	Y
Washington	N.Y.	Y	Y
Cummings	N.C.	Y	Y
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N.Dak.	Y	Y
Abel	Ohio	Y	N
Dorsey **	Ohio	NV	Y
Potts	Ohio	Y	Y
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello**	R.I.	NV	Y
Cooper	S.C.	Y	Y
Horgen	S.Dak.	Y	Y
Akers	Tenn.	Y	Y
Martin	Tenn.	0	0
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey-Hines**	Va.	NV	Y
Gant	Va.	Y	Y
Nelson	Va.	Y	Y
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	0	0
Keeney	W.Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	NV	NV
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	0	0
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	N
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

**The following nine directors were not present for vote #1 but indicated their affirmative positions on the issue: Sullivan (Maine); Dunn (Mass.); Christian, Davenport, Speicher (Mich.); Cleveland (N.Y.); Dorsey (Ohio); Mello (R.I.); Coffey-Hines (Va.).

**Goldman (N.J.) submitted this statement about his negative vote on #2: "I would like the record to show my 'no' vote is cast because I feel that there are other areas of the budget that could be cut rather than cut the Media Program (e.g., $239,000 in Profiles of Excellence: Teacher Education)."

NEA*GRAM NEA*GRAM

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for INTENSIVE CARE	pays double for 7 days	pays double for 15 days
for CONVALESCENCE	pays 50% for 30 days	pays 50% for 60 days
for CANCER	pays double under age 65	pays double under age 65

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Washington, D.C.

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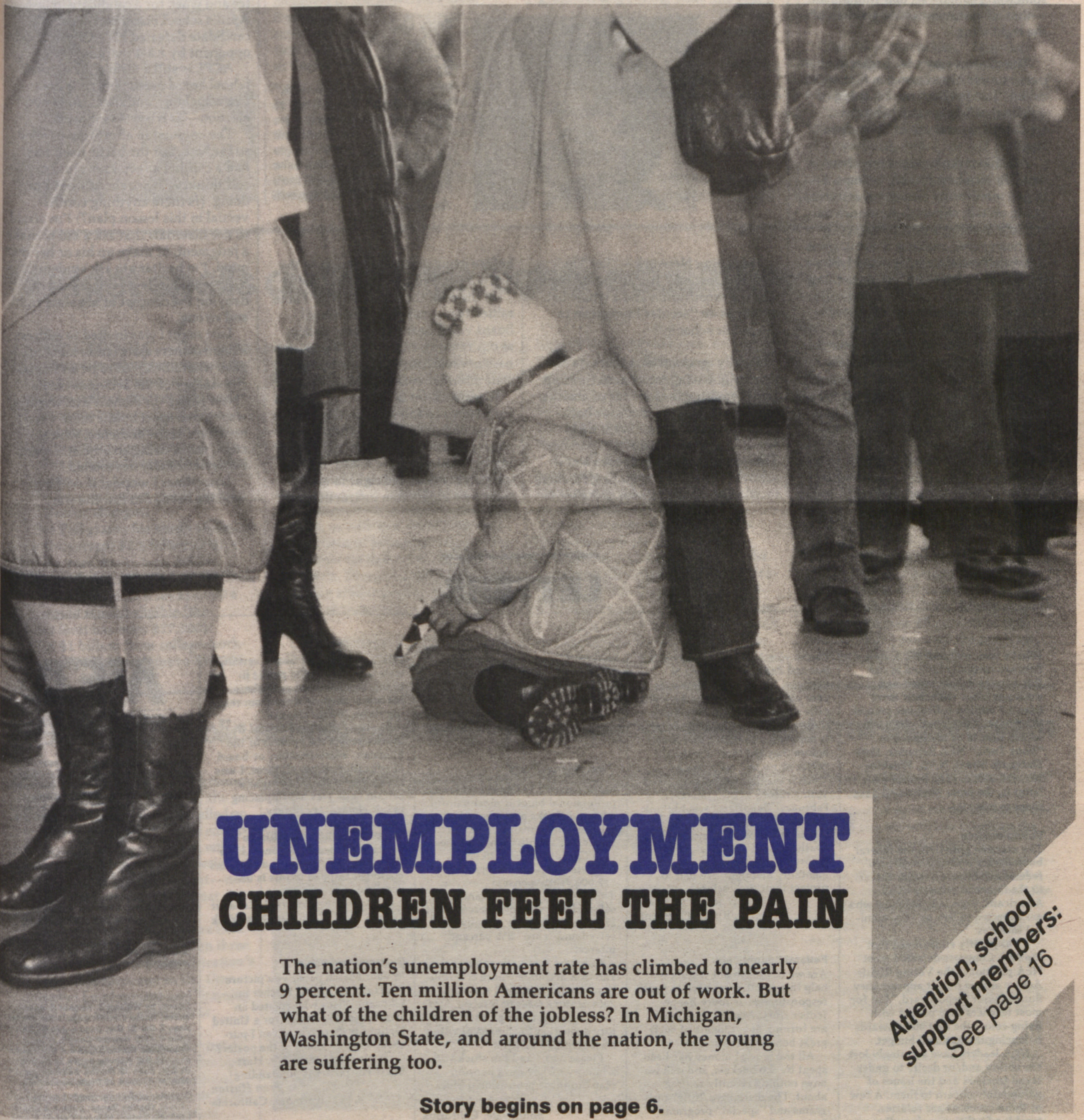

UNEMPLOYMENT

CHILDREN FEEL THE PAIN

The nation's unemployment rate has climbed to nearly 9 percent. Ten million Americans are out of work. But what of the children of the jobless? In Michigan, Washington State, and around the nation, the young are suffering too.

Story begins on page 6.

Attention, school support members: See page 16

ALSO IN THIS ISSUE

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YOUR TURN

They tell us we're 'secular humanists'

by Betty Duke

Betty Duke teaches ninth grade history at Vines High School in Plano, Texas. A 13-year teaching veteran, she serves as president of the Plano Education Association.

My colleagues and I in Plano, Texas—an upper middle class suburb of Dallas—have been the targets of an all-out attack by a small group calling itself the Association of Concerned Parents for Education (ACPE).

Our alleged crime? Advocating something called "secular humanism"—that all-purpose new bogeyman of the right wing.

The controversy here began in 1980 over our use of a classroom film series called "Inside Out," our teaching of values clarification and behavior modification, and use of open classrooms.

ACPE's seven or eight members—small in numbers but big in impact—began monitoring classroom activities, going on talk shows to denounce our schools, writing a slew of letters to the newspaper, making presentations to school board meetings, and lobbying board members to "do something" about ACPE's 43-page xeroxed collection of passages deemed offensive in various teaching materials.

Our elementary teacher of the year found herself being berated over the phone for being a "humanist." How could she defend herself, when she wasn't even sure what the term meant, let alone what she was guilty of?

One ACPE meeting featured an inflammatory film that's been distributed across the nation by the Christian Broadcasting Network—"Let Their Eyes Be Opened." It manages to blame teenage prostitution and a whole list of crimes on "secular humanism in the public schools."

Totally ignorant that there's a national right-wing movement funding and promoting these kinds of attacks, our administrators bent over backwards to try to placate what they saw as just local "concerned parents." The administration proposed a new school board policy requiring teachers to ask their principals for permission before using any materials not in the district curriculum guide.

In the end, the community of Plano rallied to our support. The school board voted against the new policy, at our request, and went so far as to pass a resolution giving the teaching staff a formal vote of confidence.

The board set up a six-step process for parents to follow in challenging instructional techniques and classroom procedures through higher and higher administrative levels. Individual parents have the right to exempt their *own* child from instruction in evolution, values clarification, or any other topic they object to—but they can't simply kill things overnight for everyone else.

The long months of controversy spurred the Plano Education Association to form a political action committee and work for a candidate in last April's school board elections. Our candidate defeated his ACPE-backed opponent by a 4-1 margin.

ACPE is still a visible presence at school board meetings and is once again backing candidates in this year's election—as is our Association.

The censorship efforts have failed so far here, but the battle itself has had a chilling effect. I now find myself thinking twice about what I'm doing. (Is there anything controversial in this lesson plan?) I'm afraid to use materials that ask a kid to make a judgment, or make up his or her own mind. I'm hesitant to ask students their opinions, lest I be accused of denying the concept of absolute right and wrong.

Last night I was invited to address a homeowners association meeting. I gave what I believed to be an unbiased chronology of the activities of the "New Right" in Plano. Afterwards, I was ripped apart by the more vocal members of the audience, who accused me of being an atheist. I went home personally devastated.

Sometimes I wonder if we have won the battle but lost the war. . . . ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Voting records

The massive growth in the federal bureaucracy and unprecedented federal deficits are a major threat to the financial security of all Americans, especially teachers who are expected to live on very nominal incomes.

I was greatly encouraged that the 97th Congress defeated most NEA positions (the Voting Rights Act we agreed on). It appears they flunked your "report card," but for most teachers they passed with flying colors the first step towards balancing the national budget.

NEA leaders have seemingly lost the ability and/or desire to understand teachers and the issues of paramount concern to them. A few of these concerns are salaries, teaching facilities, and reading programs for secondary students. If they no longer wish to represent the true positions of teachers, then we must elect more responsible leaders to speak for the respected educators of America.

Robert B. Cooter, Jr.
Knoxville, Tennessee

Thank you, NEA, for your continuous and dedicated support of teachers. Many of us appreciate your efforts in educating the politically naive among us. Hopefully, these "slow learners" will see what is happening to their profession before they get their dismissal notice or no pay raise checks.

After reading the congressional voting record in the [January-February] *Reporter*, I would think that, if they had any political intelligence, even the most timid, apathetic, and conservative teachers would get out of their lethargic mentality and fight like hell to protect their profession.

Ralph G. Carter
Rialto, California

Federal budget cuts

Are we or are we not willing to help this country get back to fiscal responsibility? Is Joyce Benge [*cover story, March*] so sure we are turning out students of such great benefit to the society?

All the federal money has been spent by the buckets, and still we have nothing recently to brag about. The disruptive "title" programs and "special" programs have not done so much that their absence will do us great harm.

I am upset by a nationally organized teacher union speaking for more socialism, more Democratic spendthrifts, less responsible use of money and people in the educational effort. I don't want to see NEA crying about necessary, even vital, cuts in the federal budget. I want to see my opinion and thousands of other teachers' opinions reflected in NEA.

Eileen Symmonds
Tuba City, Arizona

'Professional blues'

Mark Larson's [*March*] cartoon on professional blues is most painful when one looks at the grossly unfair pension plans teachers are forced to pay into in many states.

In California, after 25 years, teachers receive a whopping $12,000 yearly pension—maybe. This, after 25 years of mandatory salary deductions of 8 percent that are taxed as income actually received and "earn" 5½ percent interest.

Compare that with annuities and IRA accounts whose contributions are tax sheltered and earn 20th century rates of interest. Now there's talk of raising this mandatory deduction to 25 percent with no increase in benefits.

Please add, "and I'm stuck with a hungry turkey for a pension plan" to those professional blues.

Richard Beecher
Sunnyvale, California

Censorship battle

I fail to see how students' First Amendment rights are being violated in the Island Trees school district [*March*] because their school library refuses to stock specific books. Those books certainly were available at the public library, bookstore, or publishers. No one is keeping them from reading those "minor classics."

I assume that most school libraries reflect the opinion of the librarian, administrator, or board of education, if not all three. I was even asked once if I thought a certain book was *worth* placing in our elementary library.

It seems that some people just want the publicity and like to waste other people's money. How the courts, NEA, ACLU, and others could get trapped in this is beyond me.

Morris J. Reddout
Penn Yan, New York

Disarmament poster

In your March paper you picture Ric Hartman, an art teacher in Elkhorn, Wisc., who created an award-winning design for a United Nations poster. Where can I purchase several copies of the poster? Or where can I reach Mr. Hartman? His poster is outstanding!

Fran Huston
Livermore, California

Ed. note: Ric Hartman's poster is generating lots of reader interest. It was produced in a limited edition of 20 originals for $100 apiece. Reproductions will be available in May at $10 each, postage and handling included. Contact Hartman at Route 3, Box 355, Delavan, WI 53115.

NEA REPORTER

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Contributing writers: page 3 (higher education) **Sheilah Vance;** page 4 **Barbara Lawless;** page 5 **Howard Carroll;** pages 8, 14-15, 16-17 **Barbara Lawless;** page 18 (top) **Phil King.**

NEA battles to restore public education funds

WASHINGTON, D.C.—More than 250 NEA Congressional Contact Team members and state Association leaders descended on Capitol Hill in late March for NEA's first massive lobbying effort of 1982.

In one-on-one meetings with all 100 members of the Senate as well as with members of the powerful House Budget and Rules committees, the NEA activists protested the Administration's proposed second round of cuts in the federal education budget—and promoted the Association's alternative plan for reducing the federal deficit without cutting all the "people programs."

"After careful analysis of the impact of the Reagan Administration's budget on a state-by-state basis, we believe that the destruction of educational support from the federal level is penny-wise and pound-foolish," NEA President Willard McGuire tells House Budget Committee.

This alternative asks Congress to slow the increase in defense spending, eliminate corporate tax loopholes, and reduce scheduled individual income tax cuts to save a total of $44 billion, $5 billion of which could be used to restore education funding to its former levels.

In other efforts to persuade Congress not to go along with this year's education budget cuts, top NEA leaders and staff testified before various House and Senate Committees, and NEA coordinated a "National Lobby Day" that brought some 1,000 parents, teachers, and school administrators to the Capitol to plead with Congress to save compensatory education (formerly Title I) from the budget ax.

Meanwhile, NEA is also voicing misgivings about President Reagan's long-term "new federalism" proposals, which would further diminish—if not wipe out—the federal role in education.

In March testimony before the Senate Governmental Affairs Committee, NEA Executive Director Terry Herndon pointed to the new block grants (to go into effect October 1, 1982) as an example of the White House penchant for lumping federal programs together and turning them over to the states—but with less total money than before, forcing states to choose between raising their taxes and cutting public services.

The "new federalism," Herndon suggested, could very easily be the beginning of a backward slide away from national perspectives.

"It could be the signal," he said, "that the United States is losing sight of its national objectives and prefers to become a nation of 50 random parts, rather than 50 partners in one sovereign nation." ☐

Budget spells disaster for higher education

WASHINGTON, D.C.—The Reagan Administration's budget proposal for the next fiscal year mounts an all-out assault on college student aid. And NEA is mounting an all-out drive to stop the cuts by reforging the traditional bipartisan congressional commitment to federal support for higher education.

The Reagan budget would make these drastic changes:

► Cut Pell grants for needy students from the current $2.6 billion to $1.4 billion a year, knocking a million students off the rolls. Only those from families earning less than $14,000 a year would remain eligible (the income limit has been $27,000).

► Cut $1 billion from college work-study programs and remove 250,000 job opportunities for students trying to work their way through school.

► Eliminate guaranteed student loans for graduate students. Fully half the nation's graduate students now depend on these low-interest, deferred-repayment loans.

Some 5,000 students from colleges across the nation converged on Washington recently to protest the student aid cuts, as well as a set of proposed Department of Education regulations that would further slash student assistance. The new regs would penalize needy students and colleges for the sins of those who went before them.

The Department wants to bar 800 colleges with National Direct Student Loan (NDSL) default rates of over 25 percent from getting any new federal loan money. For another 1,700 schools with default rates of over 10 percent, ED would reduce new NDSL funds by the amount the schools failed to collect from student borrowers.

The NDSL program provides federal funds to institutions to loan to low-income students at a 5 percent interest rate. In 1981-82, some 780,000 students borrowed about $830 apiece under the program.

In official comments filed with the Education Department, NEA Government Relations Director Linda Tarr-Whelan charged, "The proposed regulations, particularly the NDSL default rate proposal, coupled with the enormous budget cuts in student financial assistance, provide an extremely dismal future for students and families."

In yet another action with a devastating impact on college-bound Americans, Congress last summer passed a White House proposal to phase out Social Security benefits for college students who are the dependents of deceased, retired, or disabled workers. Students enrolled in college before May 1 of this year will still be eligible for the benefits, which average about $270 a month.

NEA is lobbying two Senate committees to approve bills to extend that deadline through this summer or fall. If the May deadline sticks, some 300,000 previously eligible high school seniors planning to enroll in college in September will receive no benefits. The 760,000 students already covered will lose 25 percent of their benefits each year until the program ends entirely in 1985. ☐

NEA urges public school partnership in youth employment training program

WASHINGTON, D.C.—In testimony before a joint subcommittee of the House and Senate, NEA has called on Congress to include the public education community in any federal employment training programs designed to relieve youth unemployment—now at its highest level since the great Depression.

The committee hearings were held to reconcile differences between three pending bills and the Administration's proposal for a successor to the Comprehensive Employment and Training Act (CETA), which expires this September.

NEA's testimony noted that many of today's youth do not have the basic skills to compete for available jobs, three quarters of which are now in the white-collar, technical skill areas.

To remedy this problem, NEA is calling for establishment of a fully funded employment training program that provides basic academic and vocational skills, to be administered through the nation's public schools.

A successful program, the NEA testimony noted, would include these major components:

Peggy Dotson, chair of the NEA Special Committee on Vocational, Technical, and Practical Arts Educators, thanks Rep. Carl Perkins (D-Ky.) for his long-time support of vocational education programs in America's public schools. A group of NEA voc ed members recently presented a "champion of vocational education" citation to Perkins, who heads both the House Committee on Education and Labor and its Subcommittee on Elementary, Secondary, and Vocational Education.

► A team of local educators, employers, and elected officials to set up the youth employment program.

► Certification and compensation comparable to that of public school teachers for teachers hired to teach the basic skills program.

► Inclusion of a representative of the local teacher bargaining organization on the training program's planning council.

► Local employment program adherence to the terms of the local teacher bargaining agreement.

► Local—rather than statewide, regional, or national—testing to evaluate students in the program.

► Federal funding of the new training program synchronized with the public education funding cycle, i.e., forward funding.

► Class sizes small enough to make "individualized employment plans" manageable, if such plans are required by the final legislation. ☐

GOP member of Congress says 'NO!' to further education $$$ cuts

"I think education is fundamental to Republican philosophy and to our nation's philosophy in ensuring that our citizens have an opportunity to get ahead."

WASHINGTON, D.C.—Rep. Hank Brown, 42, typifies members of the "freshman class" elected to Congress in 1980. In his Capitol Hill office is a photograph of Ronald Reagan campaigning for Brown in his northern Colorado district.

In 1981, Brown was elected president of the 54-member "97th Congress Republican Freshmen." He supported the President's budget cuts, including cuts in federal aid to education. Brown voted "wrong" on each of the six issues listed on NEA's "report card" for the first session of the 97th Congress.

But this year is different. Following release of the President's 1983 budget proposals, Brown helped organize many of his first-term Republican colleagues into a Coalition Against Reductions in Education (CARE). The coalition's 21 members signed a letter to the White House stating:

"Last year, in response to a nationwide mandate to cut back burgeoning federal spending, we supported efforts to trim the federal budget. We believe that continued reductions in federal spending are necessary to bring the federal budget under control and to bring down the federal deficit.

"However, we do not agree with all the spending priorities set forth in the Administration's proposed 1983 budget. Specifically, we believe that education has taken a disproportionate share of cuts and that the magnitude of the reductions in education proposed by the Administration in the 1983 budget is unfair in relation to allocations in other budget areas."

Brown, a lawyer and business executive for a livestock feeder and meat packing firm, served four years in the Colorado state senate. He and his wife have three children in public school.

NEA: You supported President Reagan's budget cuts last year. Why?

BROWN: Basically, our alternative was between two plans—one of which, in my view, would spend a great deal more money than the other. We have an urgent need to try and balance the budget. Without an alternative, without an option to vote differently on the education part of it, I felt it was appropriate to vote for the lower spending version.

I think getting a separate vote on the education package is going to be the key to this year's budget fight. Many of the other freshmen will want separate votes also. There's a very high priority for education among the freshman Republicans, as I think there is in Congress generally. Unfortunately we did not have a separate vote in that area last year.

NEA: You helped form a new congressional caucus called CARE, which has requested a meeting with President Reagan to express your concern over budget cuts in education. Have you heard from the President? What will you tell him?

BROWN: We have not received a response as yet, but I expect to meet with the President and with the leaders of the Republican party in formulating an alternative budget. All of us understand that we need to reduce the deficit. Our objections are not a protest against trying to reduce the deficit. Our feeling is that education is a very important national priority. It doesn't make sense to us to cut education but increase other areas of the budget at the same time.

NEA: So you feel education is bearing an unfair burden in this round of budget cuts?

BROWN: Yes. Education comes out much better under an overall freeze on spending than it does under the proposed budget. We're talking about $10.3 billion in the President's recommendation for fiscal year 1983, versus almost $15 billion presently. I'm most concerned about cuts that impact upon the poor who are unable to finance their education.

NEA: Many people believe that education should be primarily a state and local concern. How do you see the federal role in education?

BROWN: It's true that most of us believe in and want local control of the educational process, but the fact is that the revenue sources in a significant way are preempted by the federal government. I believe the federal government has a role in funding education.

We permit and encourage many different methods of education to develop. Schools around the nation have tried a whole variety of techniques. Sharing information on which ones work and which ones don't is a very important and very cost-effective national function.

Education should be a national priority. It's fundamental to Republican philosophy and I think to our nation's philosophy in ensuring an opportunity for all our citizens to get ahead. Education is a key ingredient of that philosophy of opportunity. The federal government has an important role in helping to encourage that opportunity.

NEA: Republicans on the House Education and Labor Committee were just as adamant as Democrats recently in opposing the second round of education cuts. Does this mean the Reagan Administration's honeymoon with Congress is over?

BROWN: Yes. I think a properly run Congress is one where we listen to all recommendations, but take responsibility for the ultimate budget ourselves. We shouldn't be dominated by an executive, no matter from which party. We ought to perform our duties as we think best.

I think there's far less support for the President's recommendations this year because we have a dramatically different set of priorities. Last year we increased non-defense spending by an estimated $50 billion in outlays. This year we're talking about dramatically reducing non-defense spending.

The biggest concern I have is the effect on the school lunch program—those school districts where they have dropped the program altogether. It's a result of budget changes that were not widely anticipated, at least not among my colleagues here.

NEA: Secretary of Education Terrel Bell recently testified that Title I has been successful in improving education for the disadvantaged, yet the Administration proposes to cut the program by one-third. Do you feel that Title I, vocational, and adult ed programs should be reduced?

BROWN: No, I don't. I think these programs are far more valuable than many of the other federal programs. Whether you're talking about foreign aid, or subsidies to energy companies, I think these education programs are clearly of a much greater priority.

NEA: Two universities and several junior colleges lie in your district. The Reagan Administration wants to raise interest rates on graduate student loans from 9 to 14 percent, and to reduce graduate student aid. How will these actions affect working and middle class students' access to a college education?

BROWN: There's a real danger of eliminating assistance to students who really need help and who cannot attend the university without it. I think it's an unwise move; it will reduce opportunities for many students.

NEA: We understand that families in your hometown of Greeley move there just to take advantage of its special education programs—another area slated for federal reductions. As categorical programs are consolidated into block grants, do you see different groups, such as the parents of handicapped children and the parents of voc ed students, pitting themselves against each other at the state and local levels for limited funds?

BROWN: There's a lot of concern among parents. I think that can be easily solved if you do the right kind of categorizing of funds. That doesn't mean there won't still be competition in the budget, whether it's at the local, state, or federal level. Lumping all educational programs into only one block grant would be a mistake.

NEA: You have served in the Colorado legislature. Do you think state and local governments are likely to raise taxes to make up for the federal education cuts, as the Secretary of Education has suggested?

BROWN: No. Funding at the state and local level has a very tough time staying up with inflation, much less assuming other burdens. We're looking at real cuts that will be difficult to make up. ☐

Voting Rights Act faces tough fight in Senate

WASHINGTON, D.C.—Seventeen years after its passage in 1965, the nation's most successful civil rights law faces an uncertain future. The Voting Rights Act will expire in August unless Congress takes action.

The Act, which was extended and strengthened in 1975, was meant to self-destruct when compliance became widespread and minority voters achieved full representation. Unfortunately, that day has not yet arrived.

While blacks and other racial minorities are voting and holding elective office in unprecedented numbers, they have a long way to go to win full political rights in certain jurisdictions. As the horror story of Maggie Bozeman *(below)* shows, blacks seeking political involvement in parts of the rural South still face harassment and persecution.

Last fall, by an overwhelming margin of 389 to 24, the U.S. House of Representatives voted to extend the Voting Rights Act indefinitely in its present form. An identical NEA-backed bill has been introduced in the Senate with 65 cosponsors, but opposition is strong.

Amendments proposed by Sen. Orrin Hatch (R-Utah) and supported by President Reagan and Senate Judiciary Committee Chair Strom Thurmond (R-S.C.) would severely weaken the law. One would make state and local voting procedures illegal only if they could be proved to be discriminatory in *intent*, and not simply in effect or result. Such proof would be almost impossible to establish—especially in cases where electoral practices were adopted years ago.

Practices that keep down the level of minority participation include inconvenient voter registration places and times, poorly publicized registration deadlines, inadequate availability and distribution of bilingual ballots, and lack of voter privacy while marking ballots. □

Convicted of 'vote fraud' on no evidence

Alabama teacher punished for challenging political status quo

Maggie Bozeman, left, confers with Julia Wilder in Tuskegee, Ala., where the two are serving their sentences in a work-release program.

Voting rights marchers converge on the Alabama capital after 160-mile, two-week trek that included a retracing of the famous Selma-to-Montgomery pilgrimage route of 1965.

MONTGOMERY—In the South's biggest and longest civil rights march since the historic Selma-to-Montgomery pilgrimage of 1965, up to 5,000 people marched 160 miles through Alabama from Carrollton to Montgomery in early February.

They were protesting the conviction of Maggie Bozeman and Julia Wilder on "vote fraud" and urging Congress to approve a strong extension of the federal Voting Rights Act.

Partly retracing the 50-mile route of the 1965 march, this winter's trek was designed to draw attention to the plight of minorities in places like Alabama's Pickens County, where the Wilder-Bozeman cases have provided new evidence of the continued harassment of blacks seeking political involvement.

Bozeman, 51, an Alabama Education Association/NEA member, has fought racial discrimination all her adult life as an elementary teacher in Aliceville. A leader in her school, Association, and community, she worked with Wilder, 69—who was president of the county voters league and local leader for the Southern Christian Leadership Conference—to root out injustices and improve conditions for the county's blacks.

Never afraid to stick her neck out, Bozeman became president of the Aliceville branch of the National Association for the Advancement of Colored People and was vocal in pointing out a variety of abuses and illegalities in the county school system and government.

What finally got her and Wilder in serious trouble with the Pickens County establishment, however, was their attempt to give black voters a role in electing county officials. The county's population is 42 percent black, but no black has ever held elective office there.

Wilder and others took absentee ballots to the homes of shut-in, elderly black citizens, helping those who were illiterate vote according to their expressed preferences.

Suddenly Bozeman and Wilder found themselves being arrested for "vote fraud"—marking absentee ballots without the permission of the voters. "They picked me up at school just as I was coming in from the playground with my kids," Bozeman recalls. "There were five police cars—like I was a criminal."

The two were found guilty by all-white juries in county circuit court, despite the fact that the district attorney presented no evidence linking Bozeman to anyone's ballot—and despite the fact that 12 of the 13 elderly witnesses testified that Wilder had helped them according to their wishes.

In what the Alabama Court of Criminal Appeals later called "confusing" testimony, one witness said she didn't know what the voting was all about. That testimony was enough; Bozeman and Wilder were convicted, Bozeman receiving a four-year jail sentence and Wilder five years (the maximum).

The appeals court upheld the convictions, and the Alabama and U.S. supreme courts declined to review the cases. So on January 11 of this year, the two "criminals" were hauled off to Tutwiler State Prison for Women, in Tuskegee. Four armed sheriff's deputies escorted Bozeman; three brought in the frail and slender Wilder.

Eleven grueling days later, following a storm of protest over their imprisonment, Bozeman and Wilder were placed in a work-release program by Governor Fob James. Under this program, Bozeman has been assigned to teach at a private center for the retarded, and Wilder to work at a nursing home.

They are temporarily housed in a private home in Tuskegee; meanwhile neither may go back to Pickens County.

"As long as freedom fighters like Maggie Bozeman and Julia Wilder can be railroaded and jailed by the Pickens Counties of America," charges Birmingham Mayor Richard Arrington, "justice is still on trial." □

NEA and the Alabama Education Association contributed several thousand dollars in subsistence and legal defense funds as Maggie Bozeman fought dismissal from her Aliceville teaching post. AEA is now exploring such options as parole, a pardon, and an appeal to federal court to set aside her vote fraud conviction.

An emergency assistance fund has been established to help Bozeman meet personal expenses, stop foreclosure on her mortgage, and pay legal bills stemming from her criminal case. Joe Reed, associate executive secretary, Alabama Education Association, will administer the fund.

Those wishing to contribute should make checks payable to the Maggie Bozeman Emergency Assistance Fund, P.O. Box 6233, Montgomery, AL 36107.

UNEMPLOYMENT

CHILDREN FEEL THE PAIN

Out of work—lost my job—phrases so simple, but behind the words, the tragedies of broken lives and uncertain futures.

Government statistics show nearly 10 million unemployed in February; another 5.6 million are working part-time because they can't find full-time jobs, and a million or more have given up hope of work.

The nation's highest unemployment rates are in the upper midwest, dominated by the sagging auto and steel industries; the far west, with its major downturn in lumber-related industries; and pockets of the depressed manufacturing-centered northeast.

Michigan, with an unemployment rate nearing 15 percent, is one of the states hardest hit.

And on a March morning, the *Reporter* found Linda and Laura Price standing in line at the Pontiac, Mich., unemployment office waiting to collect unemployment benefits.

Linda Price is one of Michigan's 667,000 jobless—and one of the state's thousands of unemployed teachers. Laura is her five-year old daughter. There are no statistics that tell how many Lauras are affected by the nation's spiraling unemployment.

But it is clear, after visits with teachers, unemployed parents, and children in Michigan, Washington, and elsewhere, that the schools are in fact sharing the pain of mass joblessness.

In Michigan

The wheels come off Pontiac's economy

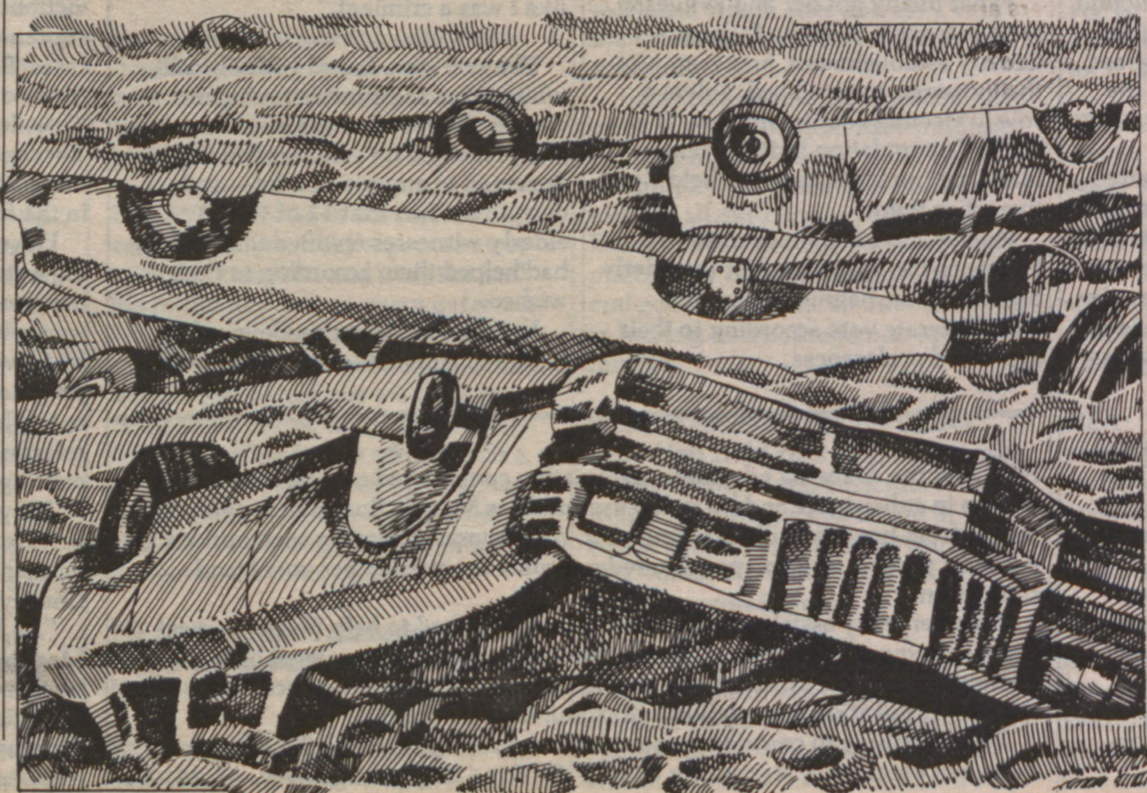
PONTIAC, MICH.—The automobile industry has gone belly up here in this blue-collar city of 80,000 just north of Detroit. General Motors—the city's key employer—has reduced its work force to minimum levels.

Approximately one in four workers in Pontiac is out of work. And the auto industry's downturn—which nationwide has caused the elimination of some 600,000 auto-related jobs— has also had a chilling effect on Pontiac schools and the nearby Waterford school system.

"In the last several years," notes Pontiac Education Association President Eddie Turner, "seven straight school levies were defeated. Our schools nearly closed last fall, before we finally got a millage increase passed. We've lost more than 200 teachers. With continuing unemployment and major cutbacks in state and federal aid, we're getting hit from all directions."

In the nearby Waterford School District, voters who have already turned down three millage issues in a row will be asked to approve a five-mill levy in May.

"We have an uphill battle," says Waterford Education Association President Bobby Joe Grider.



Mason Junior High School science teacher Douglas Kuechle adds, "You can't really blame voters. They're getting hit with higher property taxes in a time of high unemployment, and the state share of education costs keeps falling, placing more of a burden on the local taxpayer."

The state now accounts for only 35 percent of education costs, while local taxpayers are footing 60 percent. The Michigan Education Association has launched a statewide effort to boost the state's share to 50 percent.

MEA President Keith Geiger notes, "The combination of the Reagan education cuts, a poor economy, and the failure of the legislature to properly fund our educational system has cost at least 10,000 teaching positions in Michigan in the last two years. Tremendous—but we hope not irreparable—damage has been done to our schools."

For students in both the Pontiac and Waterford districts, school cutbacks have meant—among other things—fewer course offerings, the loss of favorite teachers, fees for what once were free extra-

In Washington State

Aberdeen, Hoquiam: twin victims of lumber industry collapse

ABERDEEN, WASH.—This coastal town of 18,000, two hours from Seattle, has never known such raging unemployment—now estimated at 30 percent or higher.

But then the state of Washington hasn't faced such an economic downturn as it's experiencing now. Its lumber, construction, and aerospace industries have turned sour, putting a crimp on state tax revenues, which now provide 90 percent of school financing.

The legislature, struggling with a $350 million deficit, has already slashed $180 million in education funds since 1981, and other proposed cuts could eliminate over $100 million more.

Here and in the nearby town of Hoquiam, severe unemployment has touched off a host of problems.

For Mary Paulsen, a third grade teacher at Washington Elementary in Hoquiam, one specific effect stands out.

"My kids are hungry," says Paulsen. "They show up white-faced and sad. More children than ever are on free or partially subsidized lunches, but that's not enough. Luckily local charities have been supportive. And last year both Aberdeen and Hoquiam citizens contributed six tons of food for local families."

In Aberdeen, Miller Junior High Counselor Marge Kelling notes that more and more kids are " 'charging' lunches, because they can't afford to pay."

A. J. West Elementary fifth grade teacher Len Lawr says he's noticed an increase in free lunches—and more kids who don't turn out for sports because they can't afford shoes.

"And one student who broke down in class," says Lawr, "finally told me her parents had threatened to have someone adopt her. Now, I don't know how much of that is directly a result of unemployment."

Despite high unemployment, local voters have passed 16 of 17 recent school levies, points out Aberdeen teacher Len Lawr.

When paychecks stop, some children go hungry, says Hoquiam teacher Mary Paulsen. A teacher-led drive recently netted over six tons of food for needy families.

Aberdeen high school counselor Paul Seabert notes that at least one area business fails every month. Almost one in three Aberdeen workers is out of a job.

"I think it is related," comments Weatherwax High School counselor Paul Seabert. "Our school's special fund of $650 is now down to $38 because kids can't afford basic things like tennis shoes. Thefts are rising too, and there are more incidents of child abuse. In general, more personal problems are being brought to the school that are extensions of the home."

"We've always been pretty well off with our basic industries—fishing, shipping, and lumber, but that's all past tense now," adds Aberdeen Education Association President Myrna Masson.

"That's right," Mary Paulsen agrees. "We've had our share of layoffs over the years. But then when the mills opened up again, people started buying again. Right now, people have been down so long, they've used up their resources." □

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curricular activities, and growing worries about whether they'll be able to afford college.

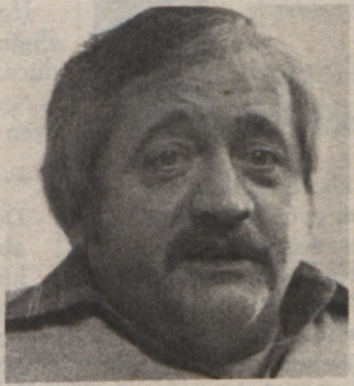
"There's a general feeling of discouragement in the community," says Perdue Alternative Education Center counselor Margaret Maneese, a 24-year teaching veteran.

Maneese and her colleague Pierre Hall both agree that the children are very aware of surrounding joblessness. "Suddenly," says Hall, "they're competing for jobs with adults."

Sixteen-year-old Billie Cameron, a student at Perdue, knows the despair of unemployment through her mother's vain efforts to find work.

"She doesn't have the experience," Billie says, "so people are reluctant to hire her, and that makes it hard at home on us. Friends of mine have given up too; some are selling drugs."

Even at lower grade levels the effects of unemployment take their toll. "If there's tension at home, then kids take it to school," says Mark Twain Elementary teacher Connie Jackson. "One child I taught was a good student, but then her grades suddenly began to drop off, and her attitude got worse. Through a telephone conference, I found out that her mother had been laid off after 15 years at the auto plant."



"Teachers are coming to me asking, 'Will I be laid off or reassigned?' " reports Waterford Education Association President Bobby Joe Grider. "These are questions we never heard a few years ago."

"Special reading and math courses are more important now than ever," says Pontiac counselor Margaret Maneese. "It's frightening to think that Title I funds might no longer be there."

There are other tragedies as well. "Right across from my school," recalls Waterford High School science teacher Gil Bergsrud, "an unemployed father killed his entire family. Once we discovered a child living in a car. Another was locked out of her home, because her parents could no longer afford to care for her."

Waterford Education Association President Grider agrees that "a kind of doldrums" has set in. "The kids are distraught, angry—they need more help, but with the current economic problems, they're not getting it."

To relieve the boredom and distress of unemployment, Ernest Robinson, an unemployed auto worker, volunteers every day at a Pontiac elementary school.

"I want to help my grandson and other children," he says. "I've lost my job, but they're just getting started. They still have a chance." □

"Yes, there are problems," says Pontiac reading resources teacher Connie Jackson, seen here with her students. "But we can't let our young lose their enthusiasm."

Sixteen-year-old Billie Cameron knows that Pontiac's 25 percent unemployment rate has dimmed her future job possibilities. "Still," she says, "I'm going to make it. I know I'm going to."

NEA launches new program for retired members

WASHINGTON, D.C.—When you retire, will a gold watch, or a dinner in your honor, be enough to commemorate the years you have spent in education as a teacher or other member of the school staff?

NEA thinks not—and has created a new program called NEA-Retired (NEA-R) to meet your needs. The nation's only professional program designed especially for retired educators, NEA-Retired offers you an opportunity to remain actively involved in education. No other organization can match NEA in providing services to both active and retired members.

If you're already retired, or within five years of retirement, NEA-Retired allows you to continue receiving NEA's member services, working in behalf of the public schools, and socializing with your colleagues.

NEA-R will work with you to serve your special needs as a retired educator. It will provide you with the resources of NEA and its affiliates at the local and state levels.

Membership in NEA-Retired entitles you to the same money-saving programs you have enjoyed as an active NEA member, including attorney referral and discounts on life insurance, travel, the literary guild, prescription drugs, and other products and services.

In addition, as a member of NEA-Retired you will receive special consumer information and publications to keep you up to date on changes in Social Security and Medicare regulations. Other services designed especially for retired educators will be announced as time goes on.

Being an NEA-R member will enable you to continue contributing your unique skills and energies to the betterment of your former profession. For example, you might participate in political campaigns on behalf of NEA-PAC-endorsed candidates, or serve on the NEA contact team for your congressional district.

NEA-Retired also offers you the chance to plan for your retirement *before* it happens. Associations in several pilot states, including Arizona, Michigan, and Pennsylvania, will soon offer preretirement seminars to NEA members and their spouses. Later the seminars will be expanded to other states.

Preretirement topics will include financial and personal planning—investments, wills and trusts, legal problems, retirement housing needs, attitudes toward retirement, handling stress and anxiety, and creative use of time. A series of booklets on these issues is being developed by NEA-Retired.

Directing the NEA-R program is staffer Higgins D. Bailey, aided by a national advisory committee of retired and preretired educators. Committee members are Jess Whitney of Montana, Dorothy Jenis of New Hampshire, Frederick Hipp of New Jersey, Robert Van Houte of Oregon, and Joseph Westbrook of Tennessee.

You may join NEA-Retired even if you're still working. Your one-time membership fee of $100 entitles you to receive a kit that includes a charter membership certificate and a personal portfolio to assist you in your estate planning.

These lifetime dues will be used to start an endowment fund that will remain intact forever. Only the interest will be used to finance the activities of NEA-Retired, which will eventually become self-supporting.

If you're already retired, you're eligible to join NEA-Retired at reduced rates: $75 if you've been retired for one to five years, and $50 if you've been retired over five years. ☐

Do you need more information about NEA-Retired—or do you know someone you think should receive a mailing about it? Please write to NEA-Retired, Room 308, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Delegate-campers take note

LOS ANGELES—Delegates to NEA's 1982 annual meeting here may wish to take advantage of special camping arrangements that have been made at the Bicentennial Park Campground in nearby Pico Rivera.

Approximately 100 sites have been reserved at the facility, which is just 14 miles east of Los Angeles and easily accessible via I-605 which leads to all freeways. NEA buses will be available to take campers to the Los Angeles Convention Center for sessions and special delegate events.

Move-in begins June 30; move-out is July 7. The campground has riding, hiking, and biking trails. A stocked trout lake, golf course, and shopping mall are nearby. Full electrical, water, and sewer hookups are available at $10 a night.

Space will be assigned on a first-come, first-served basis. Because of the July 4 weekend, spaces are at a premium, so reservations should be made immediately by sending in the coupon at right with one day's deposit.

The registration coupon and deposit must be received in the campground office by May 31. A copy of the coupon must also be mailed to NEA Office of Convention and Conference Management, 1201 Sixteenth Street, N.W., Washington, DC 20036, so that buses to state delegation caucuses can be arranged. ☐

CAMPSITE RESERVATION—1982 NEA ANNUAL MEETING

Name____________________

Address____________________

City__________ State______ Zip______

Telephone (include area code):____________________

☐ Full hookup $10 ☐ Partial hookup $8 ☐ Group site $6 ☐ Overflow $5

Move-In Date__________ Time__________ (A.M./P.M.)

Move-Out Date__________ Time__________ (A.M./P.M.)

Mail first night's deposit (check or money order) payable to Bicentennial Park Campground, City Hall, P.O. Box 1016, Pico Rivera, California 90660 (phone 213/695-4536). A copy of this form must also be mailed to NEA-OCCM.

Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules for Vote by the 1982 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

CONSTANCE N. BEACHEM
Arizona, *Chairperson*

ELLEN LOGUE
California

DAVID J. McMAHON
Michigan

HORACE M. MAYO
Minnesota

DILLON L. STONE
New Mexico

Further information may be obtained from Irma L. Kramer, Executive Assistant, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

AMENDMENTS 1 TO 4 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO PROVIDE THAT ELECTION TO THE BOARD OF DIRECTORS BY AN ALL-MEMBER SECRET BALLOT VOTE OF STUDENT NEA MEMBERS SHALL CONSTITUTE ELECTION TO THE REPRESENTATIVE ASSEMBLY FOR ALL PURPOSES.

Article III. Representative Assembly

Section 3. Election of Delegates.

a. No change

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state or by an all-member secret ballot vote of Student NEA members shall constitute election to the Representative Assembly for all purposes.

No change in remainder of article

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Sherry Duncan, Student NEA

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years,] The President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. [In even numbered years,] The Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

Section 5. Succession and Vacancies.

Vacancies occurring by reason of death, resignation, incapacity, judgment of impeachment, or other disqualification shall be filled as follows:

a. No change

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Elaine Sudduth, South Carolina

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO PROVIDE FOR PROPORTIONAL REPRESENTATION FOR EDUCATIONAL SUPPORT MEMBERS ON THE NEA BOARD OF DIRECTORS THROUGH ELECTION AT THE REPRESENTATIVE ASSEMBLY FOR AT-LARGE POSITIONS AS NECESSARY.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

g. Educational Support members shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of Educational Support members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Educational Support members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)

Contact Persons: John A. DeMars, West Virginia; Beth Supranovich,* Maine, and Edithe Fulton,* New Jersey; Frank C. Olbris,* Massachusetts, and Mary Christian,* Michigan; and Rose-Marie Lopez,* New York, and Clarence Wingrove, Florida*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION OR BYLAWS, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Article IX. Amendment of Constitution and Bylaws
Section 2. Amendment of the Constitution.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Section 3. Amendment of the Bylaws.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Priscilla W. Woolley, Georgia

AMENDMENTS 5 TO 14 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT 5
(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership
2-1. Classes.

a. No change

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Active membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . .

c. No change

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person (i) who is on a limited leave of absence from such employment except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Educational Support membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons. . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by two state delegations)

Contact Persons: Theodore W. Thomas, Ohio; Jeff Wahlquist,* Washington, and Ron Jones,* Oregon*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 5A
(Requires a majority vote)

Title: TO EXTEND THE RESERVE MEMBERSHIP CLASS TO PERSONS WHO HAVE HELD NEA ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP BUT WHOSE EMPLOYMENT STATUS NO LONGER QUALIFIES THEM FOR SUCH MEMBERSHIP; TO REMOVE THE THREE (3) YEAR LIMIT FOR RESERVE MEMBERS WHO ARE ON LEAVE OF ABSENCE FROM THEIR EDUCATIONAL POSITIONS; TO REDUCE THE ANNUAL DUES OF ASSOCIATE MEMBERS FROM ONE-HALF (½) THE DUES OF ACTIVE MEMBERS TO FIVE DOLLARS ($5); AND TO LIMIT THE SERVICES PROVIDED TO ASSOCIATE MEMBERS.

Bylaw 2. Membership
2-1. Classes.

g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association. Associate members shall be eligible to receive reports and publications of the Association in accordance with the policies and procedures of the Association.

h. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months [but not more than three (3) years] from the employment that qualifies him or her for Active or Educational Support membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

i. No change

2-3. Rights and Limitations.

Subsections a and b: No change

c. All members shall be eligible to receive special services, [to obtain] assistance in the protection of professional and civil rights, and [to receive] reports and publications of the Association in accordance with the policies and procedures of the Association.

Subsections d through h: No change

2-7. Membership Dues.

Subsections a through d: No change

e. Dues of Staff [and Associate] members shall be one-half (½) the dues of Active members.

f. No change.

g. Dues of Associate members shall be five dollars ($5) yearly.

(Reletter g, h, and i as i, j, and k.)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Christian, Michigan

AMENDMENT 5B
(Requires a majority vote)

Title: TO PROVIDE THAT THE NEA SHALL INVOKE BYLAW 2-3.d. ONLY UPON THE REQUEST OF A GOVERNING BODY OF AN AFFILIATE IN THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN WHICH THE MEMBER IS ALLEGED TO HAVE ENGAGED IN THE PROSCRIBED CONDUCT IN VIOLATION OF THAT BYLAW.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through c: No change

d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Gary Obermeyer, Nebraska

AMENDMENT 6
(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERSHIP SHALL BE CONTINUOUS UNLESS TERMINATED FOR SUFFICIENT CAUSE AND TO PROVIDE THAT THE REVIEW BOARD SHALL DECIDE ON A CASE-BY-CASE BASIS WHETHER THERE IS SUFFICIENT CAUSE FOR TERMINATION.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through f: No change

g. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including "unjust use," shall be decided by the Review Board on a case-by-case basis.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert Moir, New Jersey

AMENDMENT 7
(Requires a majority vote)

Title: TO PROVIDE THAT A FIRST-YEAR TEACHER WHO JOINS THE ASSOCIATION DURING THE FIRST YEAR OF MEMBERSHIP ELIGIBILITY SHALL BE ALLOWED A CREDIT OF TEN DOLLARS ($10) FOR EACH YEAR OF MEMBERSHIP IN STUDENT NEA UP TO FOUR (4) YEARS, PROVIDED SUCH TEACHER OFFERS PROOF OF MEMBERSHIP IN THE STUDENT NEA.

Bylaws 2. Membership
2-7. Membership Dues.

a. No change

b. The Association shall allow credit to first-year teachers who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA up to four (4) years. The first-year teacher shall provide proof of membership in Student NEA to be eligible for the credit.

(Reletter b through h as c through i)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Henry Donaldson, Kansas

AMENDMENT 8
(Requires a majority vote)

Title: TO PROVIDE THAT ANY PERSON JOINING FOR THE FIRST TIME AS AN EDUCATIONAL SUPPORT MEMBER DURING THE FIRST YEAR OF ELIGIBILITY SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR.

Bylaws 2. Membership
2-7. Membership Dues.

Subsections a through e: No change

f. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (1/2) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Subsections g through i: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)

Contact Persons: John A. DeMars, West Virginia; Frank C. Olbris,* Massachusetts, and John C. Davis,* Washington; and Edithe Fulton,* New Jersey, and Beth Supranovich,* Maine*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 9

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF A LOCAL OR STATE AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by educational position, provided that the actual educational position of a president of a local or state affiliate who is elected as a delegate shall not be relevant for purposes of delegate representation. Such a person shall be eligible to serve as a delegate in his or her capacity as a local officer. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Treasure Brasher, Texas, and Cheryl Sarvis,* Georgia*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 10

(Requires a majority vote)

Title: TO TRANSFER FROM THE VICE-PRESIDENT TO THE SECRETARY-TREASURER THE DUTY OF SERVING AS CHAIRPERSON OF THE COMMITTEE ON PROGRAM AND BUDGET.

Bylaw 4. Executive Officers

4-3. Power and Duties of the Vice-President.

The Vice-President shall—

a. No change

b. [Serve as chairperson of the Committee on Program and Budget; and] Serve on the Committee on Program and Budget; and

c. No change

4-5. Power and Duties of the Secretary-Treasurer.

The Secretary-Treasurer shall—

a. No change

b. No change

c. [Serve on the Committee on Program and Budget;] Serve as chairperson of the Committee on Program and Budget;

Subsections d through g: No change

Bylaw 11. General Finance

11-7. Committee on Program and Budget.

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to prepare with the President, the Secretary-Treasurer, and the Executive Director the annual budget. The Vice-President and the Secretary-Treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1 five (5) of its members for staggered two (2) year terms. Members from ethnic minorities shall comprise at least twenty (20) percent of the committee. The Board shall elect additional members as appropriate to assure such ethnic-minority representation. A member elected by the Board of Directors shall serve only while a member of the Board. The [Vice-President] Secretary-Treasurer shall serve as chairperson.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Larry Koenck, Minnesota

AMENDMENT 11

(Requires a majority vote)

Title: TO PERMIT THE SEATING OF AN ALTERNATE DIRECTOR WHEN THE REGULAR DIRECTOR IS ABSENT FROM ALL OR A PORTION OF A BOARD OF DIRECTORS MEETING AND TO CLARIFY THE NEA'S FINANCIAL RESPONSIBILITY WHEN BOTH THE REGULAR AND ALTERNATIVE DIRECTORS SERVE AT THE SAME MEETING.

Bylaw 5. Board of Directors

5-6. Alternate Directors.

Subsections a through c: No change

d. [Prior to the opening of a Board meeting,] The president of the state affiliate may request that the alternate director be seated by the Board of Directors [if] when the regular director is to be absent from [that] an entire Board meeting or from one or more of its sessions. While seated, alternate directors shall have [the right to vote and otherwise participate and shall assume] all rights and privileges of [the] regular directors [replaced until the meeting is adjourned], except that they may not be elected to positions filled by and from the Board.

e. The attendance and/or seating of an alternate director shall not increase the Association's responsibility for expenses beyond what it would have been if only the regular director had attended the entire Board meeting.

(Reletter e and f as f and g)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Carol Carlin, Wisconsin

AMENDMENT 11A

(Requires a majority vote)

Title: TO ADD TO THE STANDARDS FOR LOCAL AND STATE AFFILIATES PROVISIONS THAT THE AFFILIATE SHALL DENY MEMBERSHIP TO AN INDIVIDUAL WHILE THAT INDIVIDUAL IS DENIED MEMBERSHIP IN THE ASSOCIATION PURSUANT TO BYLAW 2-3.d.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its local affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Hatwood Futrell, Virginia

AMENDMENT 12

(Requires a majority vote)

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN ITS GOVERNING DOCUMENTS TO PERMIT EACH LOCAL ASSOCIATION AT LEAST ONE (1) DELEGATE TO THE STATE DELEGATE ASSEMBLY.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and that state delegate bodies may adopt provisions to their governance documents to permit each local association at least one delegate to the state delegate assembly. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its non-supervisor members and its supervisor members;

Subsections b through f: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robin Matthews, Texas

AMENDMENT 13

(Requires a majority vote)

Title: TO ADD TO THE ASSOCIATION'S STANDARDS FOR STATE AFFILIATES A SEVENTH STANDARD AND PERMITTING THE DELEGATE BODY OF A STATE AFFILIATE TO ADOPT GUIDELINES FOR THE ELECTION OF DELEGATES TO THE STATE CONVENTION PROVIDED THAT THE GUIDELINES GENERALLY CONFORM TO THE FOREGOING SIX STANDARDS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through f: No change

g. State affiliates' delegate bodies may adopt guidelines for the election of delegates to their state conventions which shall generally conform to the above standards.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Dora Scott, Texas

AMENDMENT 14

(Requires a majority vote)

Title: TO SPECIFY THAT THE OPERATING RESERVE FOR CASH SHALL BE KEPT IN AN ACCOUNT SEPARATE FROM THE GENERAL FUND AND TO DELETE FROM BYLAW 12-1 THE DEFINITION OF THE OPERATING RESERVE FOR CASH.

Bylaw 11. General Finance

11-3. General Fund.

Subsections a and b: No change

c. The General Fund shall provide an Operating Reserve for Cash needs in an amount equal to at least five (5) percent of the annual budget for the previous year. This amount shall be kept in a separate account which shall be called the Operating Reserve for Cash. Appropriations from the Operating Reserve may be made only after the approval by two-thirds (2/3) vote of the Board of Directors following thirty (30) days' advance notice of the proposed appropriation.

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

Subsections a through f: No change

[g. Operating Reserve for Cash: The Operating Reserve for Cash shall mean the actual amount of cash and investments in the General Fund as of August 31 of each fiscal year.]

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from 2 or more states)

Contact Person: Paul O. LaPlante, Massachusetts

STANDING RULE AMENDMENTS 1 TO 4 REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO PROVIDE THAT THE RESOLUTIONS COMMITTEE SHALL CONSIST OF AN INTERNAL EDITING COMMITTEE AND ONE (1) MEMBER FROM EACH STATE AFFILIATE AND THE STUDENT NEA.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and [at least as many] one (1) additional member[s] from each state affiliate and the Student NEA [as the affiliate has NEA directors]. . . .

B. No change

C. State and At-Large Representatives. The registered delegates to the Representative Assembly from each state and from the Student NEA shall elect [as many] one (1) delegate[s] and alternate[s] to the Resolutions Committee from among its delegates [as each unit has NEA directors]. . . .

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: José Plata, Texas

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION, BYLAWS, OR STANDING RULES, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Rule 9. Amendments

A. Constitution and Bylaws.

1. *Constitution:* Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the seventh business meeting of the Representative Assembly.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles [and], texts, and, in twenty-five (25) words or less, the intent of the maker of proposed amendments to the Constitution along with the names and states of the contact persons shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly [. The text of the proposed amendments] and shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. *Bylaws:* Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) *Publication:* These amendments and, in twenty-five (25) words or less, the maker's intent shall be printed in an official publication sent to all members at least sixty (60) days prior to their consideration.

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by Bylaw. The text and, in twenty-five (25) words or less, the maker's intent of the proposed amendment[s] along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. Standing Rules.

1. No change

2. *Time for Submission and Notice:* (a) A proposed amendment to the Standing Rules shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. (b) The text and, in twenty-five words or less, the maker's intent of the proposed amendments along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration. (c) The Standing Rules may then be amended by the Representative Assembly by a majority vote of the delegates present and voting, by voice vote.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Tere L. Green, Georgia

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO INCREASE THE TIME ALLOTTED FOR THE RESPONSES OF CANDIDATES FOR EXECUTIVE OFFICER POSITIONS OR THE DESIGNEES OF SUCH CANDIDATES.

Rule 10. Elections, Committee and Procedure

G. Nominations. At the first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

Subsections 1 and 2: No change

3. Each candidate shall be nominated from the floor by motion of a delegate. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given [five (5)] ten (10) minutes for this purpose. Candidates for Vice-President [,] and Secretary-Treasurer [, and] shall be given seven (7) minutes. Candidates for the Executive Committee shall be given three (3) minutes. Candidates for at-large positions on the Board of Directors shall be given two (2) minutes.

No changes in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)

Contact Person: Eric Feaver, Montana

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO LIMIT THE PROHIBITION AGAINST THE CONSUMPTION OF ALCOHOLIC BEVERAGES IN THE REPRESENTATIVE ASSEMBLY TO DISTILLED LIQUOR.

Rule 12. Prohibitions

A. No change

B. There shall be no consumption of distilled alcoholic beverages in the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Art Parks, New York

Interviews are key to NEA-PAC endorsements

ELECTIONS 1982

CHARLESTON, W. VA.—Direct, face-to-face contact—that's the cornerstone of the process by which candidates for federal office are carefully screened before being endorsed by NEA's Political Action Committee (NEA-PAC) and state and local Association political action arms.

NEA-PAC's objective is to help elect pro-public education candidates who support federal legislation consistent with the policies established by the NEA Representative Assembly.

The West Virginia Education Association (WVEA/NEA) typifies the Associations across the country now conducting candidate interviews as political activity begins to heat up.

The WVEA/PAC steering committee recently met with Senate minority leader Robert Byrd, who is up for reelection in November, to pin down his current views with emphasis on four key issues—tuition tax credits, the Department of Education, the Equal Rights Amendment, and collective bargaining rights for public employees.

In addition to these issues, on which Associations everywhere are being urged to question candidates this year before deciding whom to endorse, WVEA also probed Byrd's stands on the Reagan budget cuts, defense spending, and Social Security benefits.

Following the interview, WVEA President Lowell Johnson announced, "Senator Byrd once again has our support."

Sen. Robert Byrd (D-W. Va.) responds to questions from WVEA/PAC steering committee during a wide-ranging interview centering on political issues important to Association members. At right is steering committee member Debbie Provance.

65-member Council meets at NEA headquarters to consider state affiliates' recommendations for first round of 1982 NEA-PAC congressional endorsements. NEA-PAC offers NEA members nationwide a way to pool their strength in support of pro-education candidates for federal office.

NEA-PAC endorsements are decided by a majority vote of the 65-member NEA-PAC Council, representing every state. No endorsement can be made without the concurrence of the appropriate NEA state affiliate.

A total of 33 congressional candidates, including Senator Byrd, were endorsed by the Council at its March 22 meeting. Three hundred endorsements are expected by Election Day.

All 435 seats in the U.S. House of Representatives and 33 in the Senate are up for grabs on November 2. Some 134 House and Senate races have been targeted as especially pivotal ones where NEA-PAC support can make a major difference. These are largely seats where the race is considered close, and "open" seats where no incumbent is running.

NEA-PAC's goal is to raise enough money to provide a financial contribution to every candidate who earns its endorsement this year. The drive to build up NEA-PAC's 1982 treasury continues, with the top 10 states in per-member contributions so far ranking as follows: Hawaii, Wyoming, Washington, Alaska, Alabama, Delaware, Nebraska, Missouri, New Mexico, and Nevada. □

Redistricting makes political action more crucial this year

WASHINGTON, D.C.—Association members will need to work harder than usual to get out the pro-public education vote in the 1982 elections, now just months away.

Why? Because by November there will be many brand-new congressional and legislative districts, with brand-new voter behavior patterns.

Political action efforts will be further complicated by the fact that even at this late date, many district boundaries have still not been set, due to partisan politics and challenges resulting in court and Justice Department involvement. As a result, in some states it is still not known who will be running for which seats.

District boundaries are remapped every 10 years to reflect population shifts as revealed by the census. This year, use of computers to construct new districts of equal population, as well as the passage of state laws requiring "compact" and "contiguous" districts, have cut down on the most blatant forms of gerrymandering—the old political art of drawing strangely shaped districts to benefit a particular incumbent or party.

No matter how districts are finally drawn, however, reapportionment is sure to have a major political impact. In all, 10 states are losing congressional seats while 11 states are gaining. Even in states retaining the same number in their congressional delegation, population changes within the state (e.g., fewer people in the inner cities) mean that district lines must be redrawn.

In New Jersey, Illinois, Indiana, Pennsylvania, and other states that are losing seats in Congress, two or more incumbents of the same party have been forced to compete for a single seat in the newly combined districts, making primaries particularly important this year.

Which party gets its incumbents thrown into a single district, of course, tends to depend on which party controls the legislature and the governor's office as the lines are redrawn.

Confused about which district you'll be voting in, or which of two competing incumbents better deserves to represent you? Wondering how you can help get out the vote among your district's new constituents? Contact your local or state Association political action committee for advice and assistance. □

HOPE AMID DESPAIR:

preserving civil rights under the 'new federalism'

WASHINGTON, D.C.—Amid the gloom and doom of the moment, nearly 300 Association members attending NEA's 20th Annual Conference on Human and Civil Rights in Education, February 19-21, heard harsh facts about the Administration's retreat from social progress. But they were also inspired to continue working toward equality.

"The President is now talking about the new federalism. Some have defined that as the code word for states' rights," said keynote speaker Rep. Ronald Dellums (D-Calif.). "I think this move will stimulate regional conflict, class conflict, and racial conflict."

While the nation's military budget approaches $4 trillion (right, *trillion)* over the next decade, said Dellums, "Black and third world people, women, and children will be fighting over who gets the lion's share of the crumbs in 50 state capitals."

NEA President Willard McGuire attacked Reaganomics—or more appropriately, "Reagan*hood*," which he defined as "taking from the poor to give to the wealthy, taking from the elderly to give to the strong, taking from the general public to give to private industrialists, taking from the public treasury to give to private religious institutions. . . ."

McGuire also reminded his listeners that despite attacks on public education, "You do a magnificent job. Our schools have educated the people of an entire nation, not just the wealthy, the privileged, or the highly intelligent, but *all* our citizens."

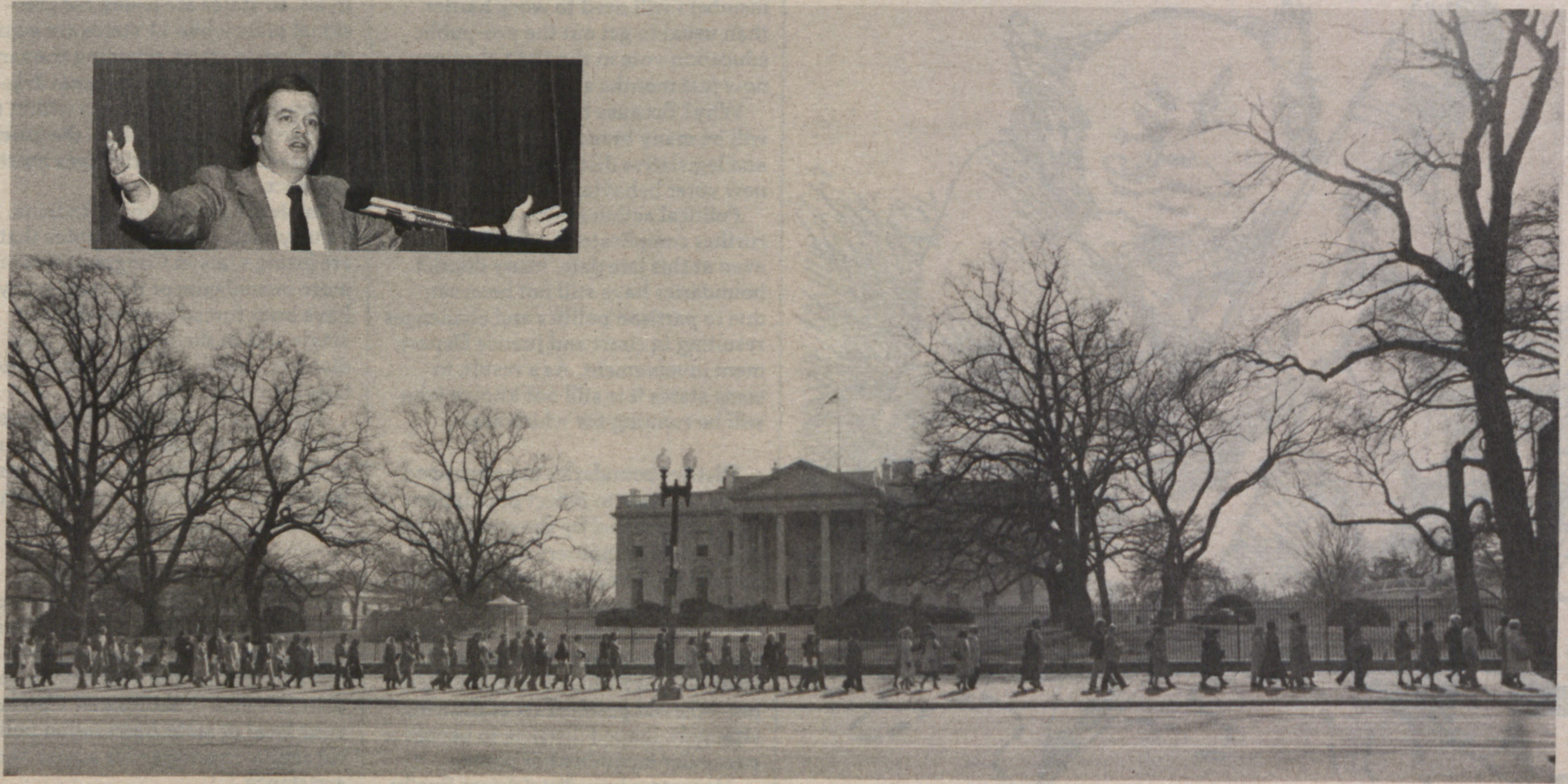
Delivering a powerful address on the dangers of nuclear war, NEA Executive Director Terry Herndon said, "I and those whom I dearly love may yet be the victims of this contemporary madness, but I will resist and press for peace." He urged NEA activists to turn their attention to the "protection of our right as human beings to live safely and freely without persistent fear that governments, by decision or accident, will end civilized life on our marvelous planet."

Inspired by Herndon's address, conferees spontaneously collected $427 to publicize his message and then silently marched from their hotel to the White House to protest the Administration's policy of military expansionism and to witness for peace. An ad hoc committee for peace was organized to work for an NEA peace initiative.

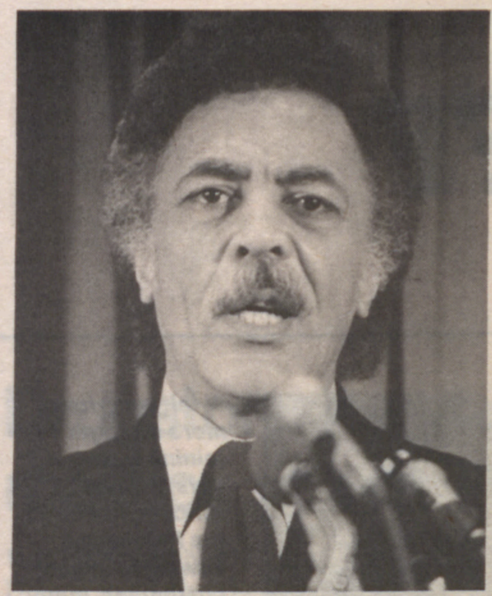
The Rev. Robert Drinan, S.J., a former member of Congress who now teaches law and is president of the Americans for Democratic Action, expressed the feelings of many about the Reagan Administration's stance on civil rights when he said, "We're afraid that all we've worked for will be wiped out."

"You are perplexed and worried, and I wish that I could give you more hope rather than fear," said Drinan. "But I do think that things are turning around. Liberals and progressives and those who believe in the philosophy of NEA should come forward and say, we are not retreating, we built this country, we're proud of what was done over the last 50 years, and we're not backing away."

Suggesting that the new federalism is really "the new feudalism," NEA Government Relations Director Linda Tarr-Whelan collected postcards from con-



Inspired by moving speech by NEA Executive Director Terry Herndon (inset), over 150 conferees marched around the White House in a silent vigil for peace. "Consider that there are now 40,000 to 50,000 nuclear weapons in the world and that their explosive power exceeds one million Hiroshima bombs," said Herndon.



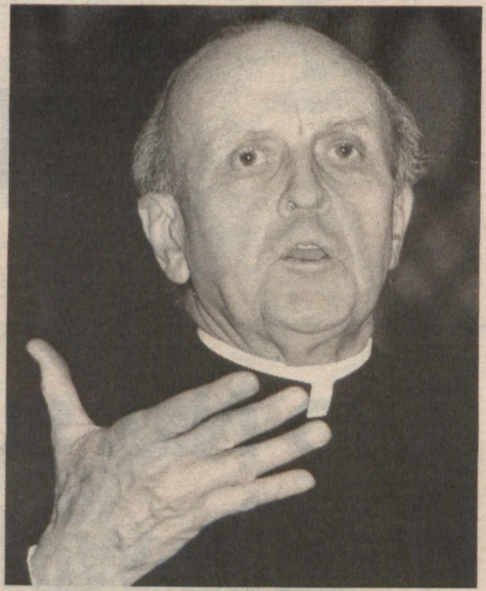
"There are over 160 nations in the world, millions of people starving for human dignity and the right to develop, and we continue to be competitive over who can best destroy human life—with MX missiles, Trident submarines, and B-1 bombers. An absurdity!

"We need a foreign policy that speaks to the issue of world peace, that embraces the concept of stopping the nuclear arms race to the point of eradicating nuclear weapons from the face of the earth . . . a foreign policy that speaks to human rights and human dignity and economic development. . . . The nuclear bomb is an equal opportunity destroyer."

Rep. Ron Dellums (D-Calif.), in keynote speech to NEA conferees

"I'm tired of conservatives and the press saying we don't have an alternate program. We have a dream and a vision that's at the very core of the NEA, and I think now is the time for us to come forward and assert that dream."

Father Robert Drinan, S.J., urging NEA members to keep the faith



ferees encouraging senators who back the Voting Rights Act.

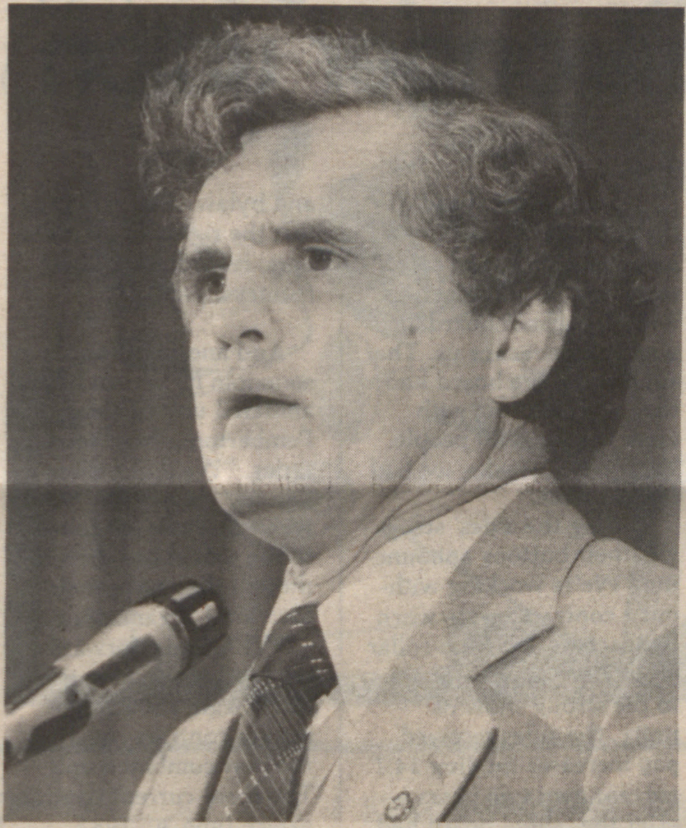
Conference participants attended workshops on extremism, affirmative action, desegregation, evolution vs. "scientific creationism," and the Equal Rights Amendment. Skills workshops concentrated on mobilizing for action, bargaining, and coalition building.

Georgia Fuller, assistant director of Interchange, an alliance of national organizations, told extremism workshop participants, "The New Right is engaged in a new form of class warfare—not of the Marxist type, but of encouraging subgroup antagonism."

Wayne Moyer, executive director of the National Association of Biology Teachers, said creationism "fits neatly into the new conservative goal of dismembering public education and setting up private Christian schools."

"We educators cannot sit back while open season is declared on public schools," warned NEA Secretary-Treasurer Mary Hatwood Futrell. "For the first time in our history, we have a president in the White House who has declared war on public education.

"We cannot afford to become discouraged," she added. "We have known setbacks before. If you go home and do nothing, we will lose . . . but together through perseverance and determination we will defeat those who would deny us our heritage." □



"Mr. President, we would no more let you foist a dried-up creekbed of limited block grants assistance on the states in place of a nourishing stream of federal aid than we would stand by and let you hand schoolchildren a bottle of ketchup and call it a vegetable!

". . . When last we looked, reading was still one of those original three R's and not some kind of frill. To put it in terms even this Administration might understand, reading is a 'truly needy' subject, and we're going to fight for the opportunity to keep on teaching it."

NEA President Willard McGuire, defending compensatory education and other categorical programs

"Today there is a concerted effort, nurtured by the Reagan Administration, to dismantle many of the human and civil rights gains Americans have achieved during nearly a century and a quarter. . . .

"We are supposed to believe that there is no more need for affirmative action because we have 'arrived' in the job market. But as long as minority men earn only 66 percent, and women only 59 percent, of what white males earn—as long as women and minorities are stereotyped into dead-end jobs—affirmative action is still very much needed."

NEA Secretary-Treasurer Mary Hatwood Futrell, at closing session of the conference

SPOTLIGHT ON SCHOOL SUPPORT STAFF

Two N.J. support units merge with teachers to form stronger union

PEMBERTON, N.J.—Deciding that in unity there is truly strength, three groups of public school employees here have merged to speak with one voice as the Pemberton Township Education Association (PTEA), an affiliate of the New Jersey Education Association and NEA.

The merger, voted overwhelmingly in October, followed years of discussion and growing cooperation between the formerly separate units of 400 teachers, 100 blue-collar school workers, and 40 hall and teacher aides.

When the aides had trouble bargaining their current contract, the other two units backed them up. "After 16 months of negotiations getting nowhere, we didn't know where to turn," explains Deanna Griffin, leader of the teacher and hall aides.

"When both Del [Delbert Rife, head of the teachers' unit] and Gladys [Gladys Hinckle, head of the custodians', maintenance workers', and cooks' unit] came to our meeting with the school board, it was a lifesaver for us. That support let the board know they were dealing with more than just 40 people. Within two weeks, we had our contract."

During the aides' struggle, their buttons announcing "We're working without a contract" were worn by teachers and blue-collar employees as well. Thanks to the strong show of unity, the aides received pay increases totaling 14.1 percent over two years—after the school board had stubbornly insisted it wouldn't go over 10 percent. Aides also gained their first personal leave day, effective next school year.

Teacher Delbert Rife has agreed to continue as PTEA's interim president until elections are held later this year. PTEA is working out a constitution and bylaws that will protect the rights of all members, regardless of their former unit.

And another group may soon join PTEA: an NJEA-affiliated unit of about 20 Pemberton school secretaries. "We'd like them to join us," says Rife. "And we've also offered to talk to the school bus drivers, though they have their own local organization."

PTEA looks forward to next fall, when negotiations begin for a single master contract covering the new combined unit. The three current contracts expire June 30, 1983.

"We're all of us—teachers and support staff—below the state and national salary averages," Rife points out. "It makes sense that we should negotiate for one contract rather than three. We should cooperate, not compete with each other for our fair share of a fixed school budget." □

"I felt we'd have more strength by joining together," says Gladys Hinckle, leader of the Pemberton Township school custodians, maintenance workers, and cooks. "We need each other. I firmly believe all Pemberton Township school employees should be in one unit."

Pemberton school aides leader Deanna Griffin agrees, "For us, this is the only way to go. We feel we're really wanted in this organization. The teachers really instigated getting us together."

"Last year was a rough one for negotiations," explains teacher leader Delbert Rife, "with all units bargaining separately. We started talking among ourselves and decided to join forces."

University of Maine support staff union bargains first pact

ORONO, MAINE—Some 1,000 support staff at the seven-campus University of Maine are now working under the protection of their first negotiated contract. The Orono campus is the workplace for over half the support employees.

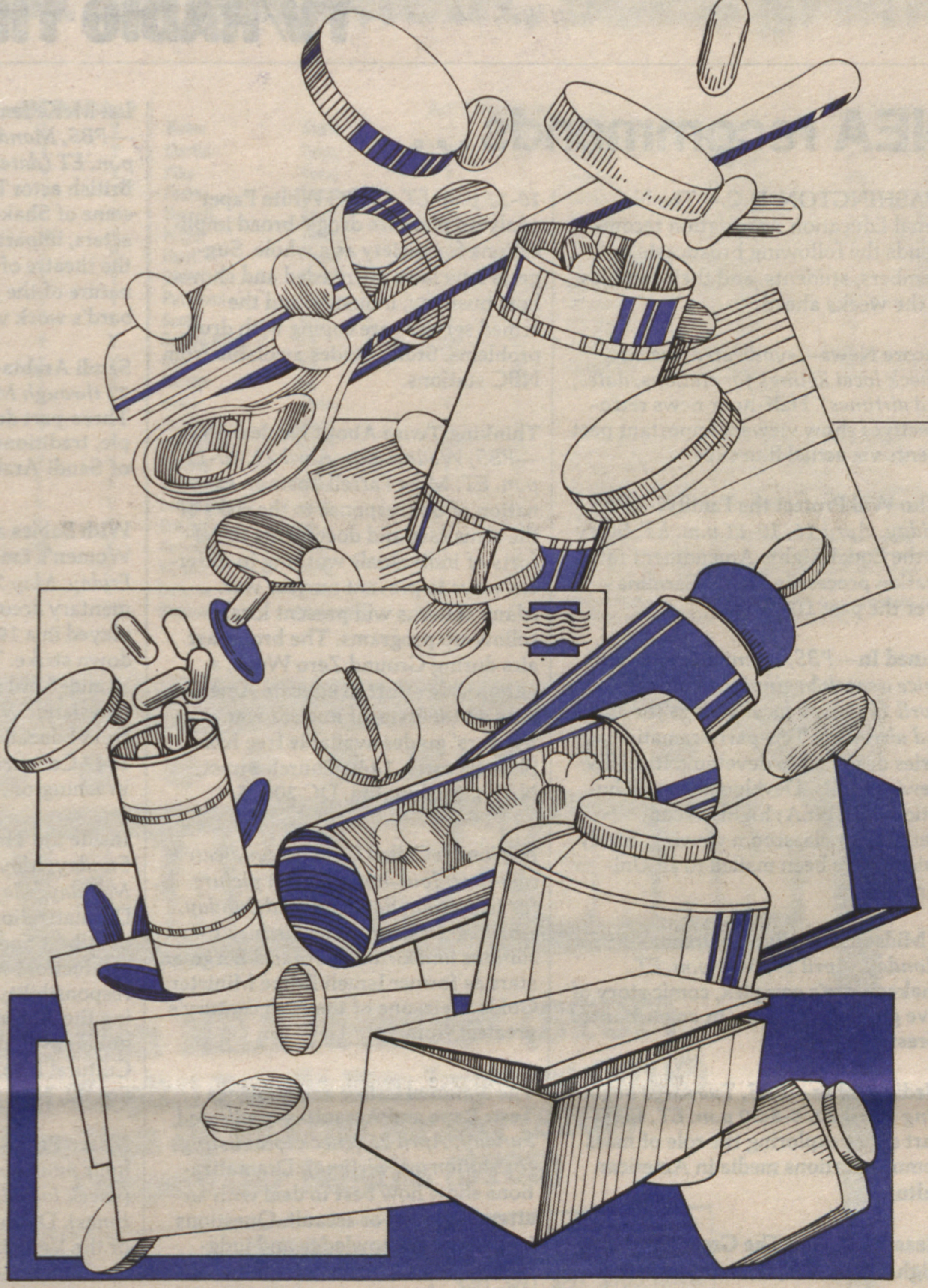
The long-awaited, systemwide contract was negotiated by ACSUM—Associated COLT (Clerical, Office, Laboratory, and Technical) Staff, University of Maine. ACSUM is one of three campus unions affiliated with the Maine Teachers Association and NEA. The two others represent faculty members and professional staff.

The two-year support staff contract increases salary by 8 percent retroactive to July 1, 1981, and provides a 9 percent increase due this July 1.

The agreement sets up a grievance procedure, establishes new reclassification and evaluation policies, and requires the employer to cite "just cause" before firing a bargaining unit member.

Other provisions establish bumping rights by seniority, prohibit sexual harassment, and create a joint committee to study the need for day care facilities for the children of unit members. □

Drugstore bargains, mailbox convenience



WASHINGTON, D.C.—Do you regularly take prescription drugs? If you're not getting them from NEA's Prescription Service Program, you may be paying too much.

The program offers both brand name and generic drugs by mail at reduced prices to NEA members and their immediate families. Other drugstore items such as headache remedies, deodorants, cold and allergy medicines, and vitamins are also available.

NEA Prescription Service sells you products plus *service*. You will receive special instruction cards explaining how to avoid possible drug side effects. If you let the Prescription Service know your allergies, each of your orders will also be checked by computer for potential allergic reactions.

To protect you against the danger of combining certain medications, the Service keeps a record of everything you are taking and alerts you and your physician if a new prescription might cause a problem.

In addition, NEA Prescription Service sends you a year-end purchase report for tax purposes, as well as printed reorder cards to simplify refills.

If you would like further information on the 7,000 prescription and nonprescription items available at low cost, write to NEA Prescription Service Program, Teachers Services Center, 51 Monroe St., Suite 200, Rockville, MD 20850. □

Tucson's 'white-collar' school staff choose AEA/NEA

TUCSON, ARIZ.—School secretaries, administrative assistants, aides, clerks, and computer programmers here have chosen an NEA/Arizona Education Association affiliate to represent them in bargaining.

The Affiliated Classified Employees (ACE/AEA/NEA) defeated the American Federation of State, County, and Municipal Employees (AFSCME/AFL-CIO) by a vote of 500 to 378 in a mid-March election to decide who will bargain for Tucson's 1,200 "white-collar" school employees.

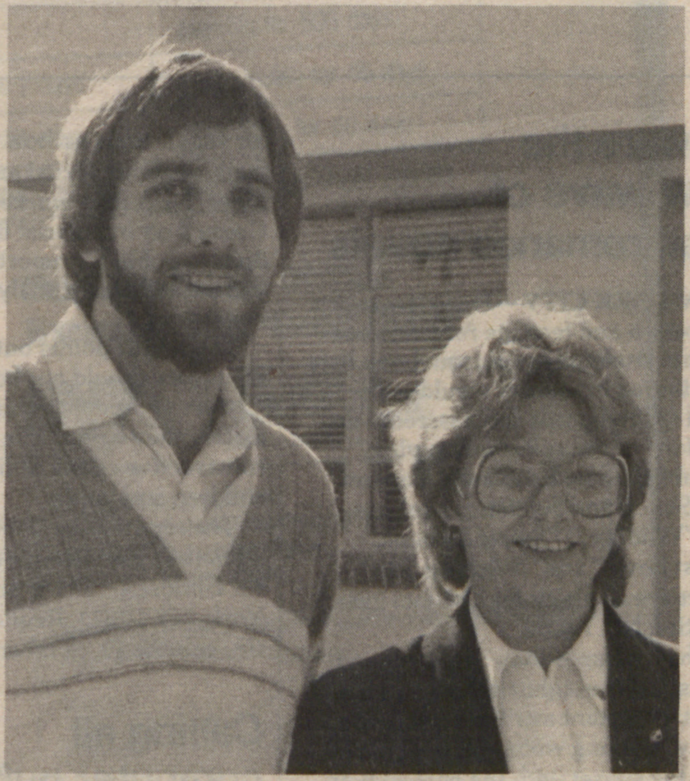
Support staff here are divided into three separate bargaining units. ACE, which became an AEA/NEA affiliate last December, was already the elected representative for the 400-member school food service workers' unit. AFSCME represents the district's 600 "blue-collar" employees.

Though Tucson teachers worked hard at phone banks and in their school buildings to promote ACE's recent election victory, ACE is independent of the Tucson Education Association (TEA), the bargaining agent for the 2,800 teachers and other certificated personnel here.

In a vote last December, a constitutional amendment to grant full TEA membership to noncertificated employees received 57 percent approval but needed two-thirds to be adopted.

The ties of cooperation between the two AEA/NEA affiliates here are very strong, however. "We couldn't have achieved this victory alone," says ACE President Phil Loebe, a computer programmer. "The faculty representatives, Arizona Education Association staff, and NEA resources were all there when we needed them.

"The voters were impressed by the fact that AEA and NEA represent the overwhelming majority of school employees in Arizona and the nation," he adds. "We'll all gain from being in the same organization and working together on negotiations, political action, and other common concerns." □



With strong backing from teacher colleagues in the Tucson Education Association (TEA), the Affiliated Classified Employees (ACE) has won the right to bargain for 1,200 secretaries and other white-collar employees in the Tucson school system. Flashing victory smiles are ACE President Phil Loebe and TEA President Judy Kreloff.

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Encore News—*syndicated, weekly (check local listings for stations, dates, and airtimes).* Half-hour news retrospectives show viewers important past events via actual film clips.

Who Will Protect the Family?—*PBS, Friday, April 16, 10-11 p.m. ET.* Story of the Equal Rights Amendment ratification process in North Carolina over the past 10 years.

Tuned In—*PBS, 15-minute segments twice a week beginning Monday, April 19 (check local listings for dates and airtimes).* Ten-part dramatic series designed to develop critical TV viewing skills. Developed in collaboration with NEA; highly recommended for classroom viewing. Study guides have been mailed to all UniServ offices.

A Midsummer Night's Dream—*PBS, Monday, April 19, 8-11 p.m. ET.* Shakespeare's complex, comic story of love gone wildly awry in an enchanted forest.

Media Probes—*PBS, Tuesdays beginning April 20, 8-8:30 p.m. ET.* Eight-part series exploring the role of mass communications media in American culture.

Pleasure Drugs: The Great American High—*NBC-TV, Tuesday, April 20, 10-11 p.m. ET.* "NBC White Paper" analyzes pleasure drugs' broad implications for society as a whole. Suggests new laws are needed and shows how business, industry, and the armed services are coping with drug problems. Study guides available from NBC stations.

Thinking Twice About Nuclear War—*PBS, Wednesday, April 21, 10-11 p.m. ET.* Mike Farrell hosts an examination of our response to the risks of the arms race and documents the efforts of individuals working in different ways to prevent nuclear war. Many stations will present local follow-up programs. The broadcast airs during Ground Zero Week, a nationwide effort to educate Americans on the issue of nuclear war. Viewers' guides available free from Skye Pictures, 1460 Church Street, N.W., Washington, DC 20005.

A Woman Called Golda—*syndicated two-part, four-hour motion picture for television, Saturday and Sunday, April 24-25 (check local listings for stations and airtimes).* Ingrid Bergman stars as former Israeli Prime Minister Golda Meir, one of the 20th century's greatest women.

The National Crime and Violence Test: Rape and Assault—*syndicated, Sunday, April 25 (check local listings for station and airtime).* Dramatizations show how best to deal with an attempted rape or assault. Questions test viewers' knowledge and judgment.

Ian McKellen's "Acting Shakespeare"—*PBS, Monday, April 26, 9-10:30 p.m. ET (dates and times may vary).* British actor Ian McKellen interprets some of Shakespeare's greatest characters, imparting historical data on the theatre of the times, probing the nature of the plays, and bringing the bard's work vividly to life.

Saudi Arabia—*PBS, Tuesdays, April 27 through May 11, 8-9 p.m. ET.* Three-part documentary on the people, traditions, economy, and politics of Saudi Arabia.

With Babies and Banners: Story of the Women's Emergency Brigade—*PBS, Friday, May 7, 10-11 p.m. ET.* Documentary account of the role women played in a 1937 General Motors sit-down strike. Teachers' guide appears in mid-April issue of *NEA NOW* newsletter. Viewers' guides available from Educational TV and Film Center, 1747 Connecticut Ave., N.W., Washington, DC 20009.

Inside the Third Reich—*ABC-TV, Sunday, May 9, 8-11 p.m. ET and Monday, May 10, 9-11 p.m. ET.* Dramatization based on the memoirs of Albert Speer, Nazi minister of war production, who confessed personal responsibility for the Holocaust during the Nuremberg trials. Study guides available from ABC stations or Cultural Information Service, P.O. Box 92, New York, NY 10156.

Marco Polo—*NBC-TV, four-part, 10-hour mini-series set for mid-May (check local listings for dates and airtimes).* Dramatization of the exploits of the Venetian adventurer and merchant credited with beginning the age of exploration and the technological revolution. Study guides available from NBC stations.

Ingrid Bergman portrays the life of Golda Meir from her early days in Milwaukee through her career as Israeli prime minister, in two-part motion picture syndicated to many local TV stations April 24 and 25.

Troilus and Cressida—*PBS, Monday, May 17, 8-10 p.m. ET.* New production of Shakespeare's bitter comedy attacking the heroic myths of the Trojan War. The director manages to draw sly parallels with M*A*S*H.

Coming Out of the Ice—*CBS-TV, Sunday, May 23, 8-10 p.m. ET.* John Savage stars as Victor Herman, an American athlete who spent 45 years in the Soviet Union, 18 of them in Siberia where he was imprisoned and suffered brutality and starvation. Based on Herman's memoirs. ☐

IN BRIEF

Beware the new wave of teen romance novels

NEW YORK CITY—Four new series of preteen and teenage romance novels that students order from book lists distributed in schools would make good springboards for classroom discussions of sex role stereotyping.

Published by Scholastic, Bantam, and Simon and Schuster, books in the "Wildfire," "Sweet Dreams," "First Love," and "Wishing Star" series are all about high school girls meeting Mr. Right.

The messages they convey: good looks and the right clothes are a girl's most important attributes; if she's lucky, a young woman can walk off into the sunset with the *perfect* boyfriend and take no further responsibility for her life.

Minorities are either not featured at all, or else portrayed as superhuman beings.

After reading some of these novels, one New York parent telephoned NEA for suggestions on how to counteract their insidious sexual and racial messages. NEA then worked with the Council on Interracial Books for Children to publish a report for educators and parents, fully analyzing the novels.

The report points out that while educators should not behave like censors of student reading material, clearly they have a role to play as constructive critics of literature for children and youth.

The report is available for $3.50 from the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Request CIBC *Bulletin*, volume 12, numbers 4 and 5. ☐

Calling all computer buffs

WASHINGTON, D.C.—NEA's National Foundation for the Improvement of Education (NFIE) is looking for NEA members with expertise in developing and evaluating computer courseware in various subject areas, to participate in possible future NFIE projects.

Interested? Please write to Jack Kleinmann, NFIE, Room 628, 1201 Sixteenth Street, N.W., Washington, DC 20036, outlining your training, experience, and relevant current activities. ☐

Energy education workshops available

WASHINGTON, D.C.—The U.S. Department of Energy is funding 54 workshops this summer and during the 1982-83 school year to help some 2,000 teachers at all levels increase their understanding of energy research and technologies.

Workshops will be held at universities and colleges in 40 states and Puerto Rico; most will last two weeks. The host institutions will select teachers to participate.

For information about the workshop nearest you and how to apply, write to Office of Energy Research, ER-44, Department of Energy, Washington, DC 20585. ☐

Ground Zero Week: April 18-25

WASHINGTON, D.C.—Concerned about the threat of nuclear war but prefer not to think about it? Take the time during Ground Zero Week, April 18-25, to learn what would happen if nuclear war were to break out.

Would you survive? Are there alternatives to nuclear holocaust? Ground Zero, an NEA-endorsed nonpartisan educational group, is urging Americans to discuss these questions with their friends and neighbors.

The term "ground zero" refers to the concentric territory nearest the center of a nuclear explosion where complete and utter destruction takes place.

Besides discussing the nuclear arms race and the chances of surviving a nuclear disaster, teachers might use Ground Zero Week to ponder with their students the relationship between America's military and education budgets. ☐

Board okays budget adjustment, SCEA grant

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the February 12-13, 1982, Board meeting.

Subjects of roll-call votes:

#1: To appropriate $72,000 from contingency funds for the purpose of a special grant to the South Carolina Education Association. (113 YES, 10 NOT VOTING, 5 ABSENT with one represented by an alternate director).

#2: To approve proposed budget adjustments in the amount of $1,400,000. (116 YES, 5 NO, 2 NOT VOTING, 5 ABSENT with one represented by an alternate director).

Key:

'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted a position or statement on the vote

Name	State	Roll Call Vote # 1	2
Cook	Ala.	Y	Y
Dotson	Ala.	Y	Y
McDanal	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Sayler	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	0	0
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Gooden *	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	0	0
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	N
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kans.	Y	Y
Steele	Kans.	Y	N
Harvey	Ky.	Y	Y
Morton	Ky.	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan **	Maine	NV	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
Dunn **	Mass.	NV	Y
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
LaPlante	Mass.	Y	Y
Christian **	Mich.	NV	Y
Davenport **	Mich.	NV	Y
Smith	Mich.	Y	Y
Speicher **	Mich.	NV	Y
Zook	Mich.	Y	Y
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	Y	Y
Goldman **	N.J.	Y	N
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N.Mex.	Y	Y
Cleveland **	N.Y.	NV	Y
Washington	N.Y.	Y	Y
Cummings	N.C.	Y	Y

Name	State	Roll Call Vote # 1	2
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N.Dak.	Y	Y
Abel	Ohio	Y	N
Dorsey **	Ohio	NV	Y
Potts	Ohio	Y	Y
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello**	R.I.	NV	Y
Cooper	S.C.	Y	Y
Horgen	S.Dak.	Y	Y
Akers	Tenn.	Y	Y

Name	State	Roll Call Vote # 1	2
Martin	Tenn.	0	0
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey-Hines**	Va.	NV	Y
Gant	Va.	Y	Y
Nelson	Va.	Y	Y
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	0	0
Keeney	W.Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y

Name	State	Roll Call Vote # 1	2
Sproul	At Large	Y	Y
Treibley	At Large	NV	NV
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	0	0
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	N
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

**The following nine directors were not present for vote #1 but indicated their affirmative positions on the issue: Sullivan (Maine); Dunn (Mass.); Christian, Davenport, Speicher (Mich.); Cleveland (N.Y.); Dorsey (Ohio); Mello (R.I.); Coffey-Hines (Va.).

**Goldman (N.J.) submitted this statement about his negative vote on #2: "I would like the record to show my 'no' vote is cast because I feel that there are other areas of the budget that could be cut rather than cut the Media Program (e.g., $239,000 in Profiles of Excellence: Teacher Education)."

NEA*GRAM NEA*GRAM

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Compare Our Benefits (STOP)

BENEFITS	BEFORE	NOW
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MAXIMUM PAYABLE	for 365 days or $29,200	for 500 days or $60,000
for PREGNANCY	excluded	payable for 500 days
for INTENSIVE CARE	pays double for 7 days	pays double for 15 days
for CONVALESCENCE	pays 50% for 30 days	pays 50% for 60 days
for CANCER	pays double under age 65	pays double under age 65

Skyrocketing hospitalization costs may be old news, but your Association-sponsored plan is something else. Newly improved, it's specifically designed to help pay those extra expenses associated with hospitalization. The NEA In-Hospital Benefit Plan provides cost-of-living coverage. Benefits are paid *in addition* to those from any other health insurance. (However, coordination of benefits may reduce payments from other plans.) Your NEA In-Hospital Benefit Plan pays you directly. You can use the money to pay *any* expense, medical or otherwise, including transportation costs, child day care, hotels/motels, phone calls, food . . . it's your decision!

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As an NEA member under age 65, you are eligible—regardless of health! You can insure your spouse and dependent children under the Plan's attractive group rates, too. All you do is enroll!

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Chicago, Illinois 60606

Please send me more information on my Association-sponsored in-hospital plan.

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State: ______ Zip: ______

The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

Education coverage . . . a professional privilege.

Your Association's plan is a unique homeowners policy which insures personal property used while teaching—and that includes musical instruments and coaching-related equipment. Developed especially for unified members and their families in cooperation with Horace Mann Insurance Company, this plan provides $500 of this special protection at no extra cost! And the deductible for this coverage is only $25—no matter what deductible you choose for your basic coverage.

Other special features for teachers include:

- *Merit reducing deductible*—If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.
- *Survivor's waiver of premium*—If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises.
- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

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NEA REPORTER

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UNEMPLOYMENT
CHILDREN FEEL THE PAIN

The nation's unemployment rate has climbed to nearly 9 percent. Ten million Americans are out of work. But what of the children of the jobless? In Michigan, Washington State, and around the nation, the young are suffering too.

Story begins on page 6.

Attention, retired members: See page 16

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YOUR TURN

They tell us we're 'secular humanists'

by Betty Duke

Betty Duke teaches ninth grade history at Vines High School in Plano, Texas. A 13-year teaching veteran, she serves as president of the Plano Education Association.

My colleagues and I in Plano, Texas—an upper middle class suburb of Dallas—have been the targets of an all-out attack by a small group calling itself the Association of Concerned Parents for Education (ACPE).

Our alleged crime? Advocating something called "secular humanism"—that all-purpose new bogeyman of the right wing.

The controversy here began in 1980 over our use of a classroom film series called "Inside Out," our teaching of values clarification and behavior modification, and use of open classrooms.

ACPE's seven or eight members—small in numbers but big in impact—began monitoring classroom activities, going on talk shows to denounce our schools, writing a slew of letters to the newspaper, making presentations to school board meetings, and lobbying board members to "do something" about ACPE's 43-page xeroxed collection of passages deemed offensive in various teaching materials.

Our elementary teacher of the year found herself being berated over the phone for being a "humanist." How could she defend herself, when she wasn't even sure what the term meant, let alone what she was guilty of?

One ACPE meeting featured an inflammatory film that's been distributed across the nation by the Christian Broadcasting Network—"Let Their Eyes Be Opened." It manages to blame teenage prostitution and a whole list of crimes on "secular humanism in the public schools."

Totally ignorant that there's a national right-wing movement funding and promoting these kinds of attacks, our administrators bent over backwards to try to placate what they saw as just local "concerned parents." The administration proposed a new school board policy requiring teachers to ask their principals for permission before using any materials not in the district curriculum guide.

In the end, the community of Plano rallied to our support. The school board voted against the new policy, at our request, and went so far as to pass a resolution giving the teaching staff a formal vote of confidence.

The board set up a six-step process for parents to follow in challenging instructional techniques and classroom procedures through higher and higher administrative levels. Individual parents have the right to exempt their *own* child from instruction in evolution, values clarification, or any other topic they object to—but they can't simply kill things overnight for everyone else.

The long months of controversy spurred the Plano Education Association to form a political action committee and work for a candidate in last April's school board elections. Our candidate defeated his ACPE-backed opponent by a 4-1 margin.

ACPE is still a visible presence at school board meetings and is once again backing candidates in this year's election—as is our Association.

The censorship efforts have failed so far here, but the battle itself has had a chilling effect. I now find myself thinking twice about what I'm doing. (Is there anything controversial in this lesson plan?) I'm afraid to use materials that ask a kid to make a judgment, or make up his or her own mind. I'm hesitant to ask students their opinions, lest I be accused of denying the concept of absolute right and wrong.

Last night I was invited to address a homeowners association meeting. I gave what I believed to be an unbiased chronology of the activities of the "New Right" in Plano. Afterwards, I was ripped apart by the more vocal members of the audience, who accused me of being an atheist. I went home personally devastated.

Sometimes I wonder if we have won the battle but lost the war. . . . ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington, DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Voting records

The massive growth in the federal bureaucracy and unprecedented federal deficits are a major threat to the financial security of all Americans, especially teachers who are expected to live on very nominal incomes.

I was greatly encouraged that the 97th Congress defeated most NEA positions (the Voting Rights Act we agreed on). It appears they flunked your "report card," but for most teachers they passed with flying colors the first step towards balancing the national budget.

NEA leaders have seemingly lost the ability and/or desire to understand teachers and the issues of paramount concern to them. A few of these concerns are salaries, teaching facilities, and reading programs for secondary students. If they no longer wish to represent the true positions of teachers, then we must elect more responsible leaders to speak for the respected educators of America.

Robert B. Cooter, Jr.
Knoxville, Tennessee

Thank you, NEA, for your continuous and dedicated support of teachers. Many of us appreciate your efforts in educating the politically naive among us. Hopefully, these "slow learners" will see what is happening to their profession before they get their dismissal notice or no pay raise checks.

After reading the congressional voting record in the [January-February] *Reporter*, I would think that, if they had any political intelligence, even the most timid, apathetic, and conservative teachers would get out of their lethargic mentality and fight like hell to protect their profession.

Ralph G. Carter
Rialto, California

Federal budget cuts

Are we or are we not willing to help this country get back to fiscal responsibility? Is Joyce Benge [*cover story, March*] so sure we are turning out students of such great benefit to the society?

All the federal money has been spent by the buckets, and still we have nothing recently to brag about. The disruptive "title" programs and "special" programs have not done so much that their absence will do us great harm.

I am upset by a nationally organized teacher union speaking for more socialism, more Democratic spendthrifts, less responsible use of money and people in the educational effort. I don't want to see NEA crying about necessary, even vital, cuts in the federal budget. I want to see my opinion and thousands of other teachers' opinions reflected in NEA.

Eileen Symmonds
Tuba City, Arizona

'Professional blues'

Mark Larson's [*March*] cartoon on professional blues is most painful when one looks at the grossly unfair pension plans teachers are forced to pay into in many states.

In California, after 25 years, teachers receive a whopping $12,000 yearly pension—maybe. This, after 25 years of mandatory salary deductions of 8 percent that are taxed as income actually received and "earn" 5½ percent interest.

Compare that with annuities and IRA accounts whose contributions are tax sheltered and earn 20th century rates of interest. Now there's talk of raising this mandatory deduction to 25 percent with no increase in benefits.

Please add, "and I'm stuck with a hungry turkey for a pension plan" to those professional blues.

Richard Beecher
Sunnyvale, California

Censorship battle

I fail to see how students' First Amendment rights are being violated in the Island Trees school district [*March*] because their school library refuses to stock specific books. Those books certainly were available at the public library, bookstore, or publishers. No one is keeping them from reading those "minor classics."

I assume that most school libraries reflect the opinion of the librarian, administrator, or board of education, if not all three. I was even asked once if I thought a certain book was *worth* placing in our elementary library.

It seems that some people just want the publicity and like to waste other people's money. How the courts, NEA, ACLU, and others could get trapped in this is beyond me.

Morris J. Reddout
Penn Yan, New York

Disarmament poster

In your March paper you picture Ric Hartman, an art teacher in Elkhorn, Wisc., who created an award-winning design for a United Nations poster. Where can I purchase several copies of the poster? Or where can I reach Mr. Hartman? His poster is outstanding!

Fran Huston
Livermore, California

Ed. note: Ric Hartman's poster is generating lots of reader interest. It was produced in a limited edition of 20 originals for $100 apiece. Reproductions will be available in May at $10 each, postage and handling included. Contact Hartman at Route 3, Box 355, Delavan, WI 53115.

NEA REPORTER

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Design by William J. Kircher & Associates. Photo credits: page 1 **Bill Fischer**; page 3 **Joe Di Dio**; page 4 **Joe Di Dio**; page 5 (left) **Howard Carroll**, (right) **Associated Press**; pages 6-7 **Bill Fischer**; page 13 (Byrd) **Bill Rainey**, (Council) **Joe Di Dio**; pages 14-15 **Joe Di Dio**; page 16 **Jim Stutzman** and **Barbara Lawless**; page 18 **Stone Associates**.

Contributing writers: page 3 (higher education) **Sheilah Vance**; page 4 **Barbara Lawless**; page 5 **Howard Carroll**; pages 8, 14-15, 16-17 **Barbara Lawless**; page 18 (top) **Phil King**.

NEA battles to restore public education funds

"After careful analysis of the impact of the Reagan Administration's budget on a state-by-state basis, we believe that the destruction of educational support from the federal level is penny-wise and pound-foolish," NEA President Willard McGuire tells House Budget Committee.

WASHINGTON, D.C.—More than 250 NEA Congressional Contact Team members and state Association leaders descended on Capitol Hill in late March for NEA's first massive lobbying effort of 1982.

In one-on-one meetings with all 100 members of the Senate as well as with members of the powerful House Budget and Rules committees, the NEA activists protested the Administration's proposed second round of cuts in the federal education budget—and promoted the Association's alternative plan for reducing the federal deficit without cutting all the "people programs."

This alternative asks Congress to slow the increase in defense spending, eliminate corporate tax loopholes, and reduce scheduled individual income tax cuts to save a total of $44 billion, $5 billion of which could be used to restore education funding to its former levels.

In other efforts to persuade Congress not to go along with this year's education budget cuts, top NEA leaders and staff testified before various House and Senate Committees, and NEA coordinated a "National Lobby Day" that brought some 1,000 parents, teachers, and school administrators to the Capitol to plead with Congress to save compensatory education (formerly Title I) from the budget ax.

Meanwhile, NEA is also voicing misgivings about President Reagan's long-term "new federalism" proposals, which would further diminish—if not wipe out—the federal role in education.

In March testimony before the Senate Governmental Affairs Committee, NEA Executive Director Terry Herndon pointed to the new block grants (to go into effect October 1, 1982) as an example of the White House penchant for lumping federal programs together and turning them over to the states—but with less total money than before, forcing states to raise their taxes and cutting public services.

The "new federalism," Herndon suggested, could very easily be the beginning of a backward slide away from national perspectives.

"It could be the signal," he said, "that the United States is losing sight of its national objectives and prefers to become a nation of 50 random parts, rather than 50 partners in one sovereign nation." ☐

Budget spells disaster for higher education

WASHINGTON, D.C.—The Reagan Administration's budget proposal for the next fiscal year mounts an all-out assault on college student aid. And NEA is mounting an all-out drive to stop the cuts by reforging the traditional bipartisan congressional commitment to federal support for higher education.

The Reagan budget would make these drastic changes:

► Cut Pell grants for needy students from the current $2.6 billion to $1.4 billion a year, knocking a million students off the rolls. Only those from families earning less than $14,000 a year would remain eligible (the income limit has been $27,000).

► Cut $1 billion from college work-study programs and remove 250,000 job opportunities for students trying to work their way through school.

► Eliminate guaranteed student loans for graduate students. Fully half the nation's graduate students now depend on these low-interest, deferred-repayment loans.

Some 5,000 students from colleges across the nation converged on Washington recently to protest the student aid cuts, as well as a set of proposed Department of Education regulations that would further slash student assistance. The new regs would penalize needy students and colleges for the sins of those who went before them.

The Department wants to bar 800 colleges with National Direct Student Loan (NDSL) default rates of over 25 percent from getting any new federal loan money. For another 1,700 schools with default rates of over 10 percent, ED would reduce new NDSL funds by the amount the schools failed to collect from student borrowers.

The NDSL program provides federal funds to institutions to loan to low-income students at a 5 percent interest rate. In 1981-82, some 780,000 students borrowed about $830 apiece under the program.

In official comments filed with the Education Department, NEA Government Relations Director Linda Tarr-Whelan charged, "The proposed regulations, particularly the NDSL default rate proposal, coupled with the enormous budget cuts in student financial assistance, provide an extremely dismal future for students and families."

In yet another action with a devastating impact on college-bound Americans, Congress last summer passed a White House proposal to phase out Social Security benefits for college students who are the dependents of deceased, retired, or disabled workers. Students enrolled in college before May 1 of this year will still be eligible for the benefits, which average about $270 a month.

NEA is lobbying two Senate committees to approve bills to extend that deadline through this summer or fall. If the May deadline sticks, some 300,000 previously eligible high school seniors planning to enroll in college in September will receive no benefits. The 760,000 students already covered will lose 25 percent of their benefits each year until the program ends entirely in 1985. ☐

NEA urges public school partnership in youth employment training program

WASHINGTON, D.C.—In testimony before a joint subcommittee of the House and Senate, NEA has called on Congress to include the public education community in any federal employment training programs designed to relieve youth unemployment—now at its highest level since the great Depression.

The committee hearings were held to reconcile differences between three pending bills and the Administration's proposal for a successor to the Comprehensive Employment and Training Act (CETA), which expires this September.

NEA's testimony noted that many of today's youth do not have the basic skills to compete for available jobs, three quarters of which are now in the white-collar, technical skill areas.

To remedy this problem, NEA is calling for establishment of a fully funded employment training program that provides basic academic and vocational skills, to be administered through the nation's public schools.

A successful program, the NEA testimony noted, would include these major components:

► A team of local educators, employers, and elected officials to set up the youth employment program.

► Certification and compensation comparable to that of public school teachers for teachers hired to teach the basic skills program.

► Inclusion of a representative of the local teacher bargaining organization on the training program's planning council.

► Local employment program adherence to the terms of the local teacher bargaining agreement.

► Local—rather than statewide, regional, or national—testing to evaluate students in the program.

► Federal funding of the new training program synchronized with the public education funding cycle, i.e., forward funding.

► Class sizes small enough to make "individualized employment plans" manageable, if such plans are required by the final legislation. ☐

Peggy Dotson, chair of the NEA Special Committee on Vocational, Technical, and Practical Arts Educators, thanks Rep. Carl Perkins (D-Ky.) for his long-time support of vocational education programs in America's public schools. A group of NEA voc ed members recently presented a "champion of vocational education" citation to Perkins, who heads both the House Committee on Education and Labor and its Subcommittee on Elementary, Secondary, and Vocational Education.

GOP member of Congress says 'NO!' to further education $$$ cuts

"I think education is fundamental to Republican philosophy and to our nation's philosophy in ensuring that our citizens have an opportunity to get ahead."

WASHINGTON, D.C.—Rep. Hank Brown, 42, typifies members of the "freshman class" elected to Congress in 1980. In his Capitol Hill office is a photograph of Ronald Reagan campaigning for Brown in his northern Colorado district.

In 1981, Brown was elected president of the 54-member "97th Congress Republican Freshmen." He supported the President's budget cuts, including cuts in federal aid to education. Brown voted "wrong" on each of the six issues listed on NEA's "report card" for the first session of the 97th Congress.

But this year is different. Following release of the President's 1983 budget proposals, Brown helped organize many of his first-term Republican colleagues into a Coalition Against Reductions in Education (CARE). The coalition's 21 members signed a letter to the White House stating:

"Last year, in response to a nationwide mandate to cut back burgeoning federal spending, we supported efforts to trim the federal budget. We believe that continued reductions in federal spending are necessary to bring the federal budget under control and to bring down the federal deficit.

"However, we do not agree with all the spending priorities set forth in the Administration's proposed 1983 budget. Specifically, we believe that education has taken a disproportionate share of cuts and that the magnitude of the reductions in education proposed by the Administration in the 1983 budget is unfair in relation to allocations in other budget areas."

Brown, a lawyer and business executive for a livestock feeder and meat packing firm, served four years in the Colorado state senate. He and his wife have three children in public school.

NEA: You supported President Reagan's budget cuts last year. Why?

BROWN: Basically, our alternative was between two plans—one of which, in my view, would spend a great deal more money than the other. We have an urgent need to try and balance the budget. Without an alternative, without an option to vote differently on the education part of it, I felt it was appropriate to vote for the lower spending version.

I think getting a separate vote on the education package is going to be the key to this year's budget fight. Many of the other freshmen will want separate votes also. There's a very high priority for education among the freshman Republicans, as I think there is in Congress generally. Unfortunately we did not have a separate vote in that area last year.

NEA: You helped form a new congressional caucus called CARE, which has requested a meeting with President Reagan to express your concern over budget cuts in education. Have you heard from the President? What will you tell him?

BROWN: We have not received a response as yet, but I expect to meet with the President and with the leaders of the Republican party in formulating an alternative budget. All of us understand that we need to reduce the deficit. Our objections are not a protest against trying to reduce the deficit. Our feeling is that education is a very important national priority. It doesn't make sense to us to cut education but increase other areas of the budget at the same time.

NEA: So you feel education is bearing an unfair burden in this round of budget cuts?

BROWN: Yes. Education comes out much better under an overall freeze on spending than it does under the proposed budget. We're talking about $10.3 billion in the President's recommendation for fiscal year 1983, versus almost $15 billion presently. I'm most concerned about cuts that impact upon the poor who are unable to finance their education.

NEA: Many people believe that education should be primarily a state and local concern. How do you see the federal role in education?

BROWN: It's true that most of us believe in and want local control of the educational process, but the fact is that the revenue sources in a significant way are preempted by the federal government. I believe the federal government has a role in funding education.

We permit and encourage many different methods of education to develop. Schools around the nation have tried a whole variety of techniques. Sharing information on which ones work and which ones don't is a very important and very cost-effective national function.

Education should be a national priority. It's fundamental to Republican philosophy and I think to our nation's philosophy in ensuring an opportunity for all our citizens to get ahead. Education is a key ingredient of that philosophy of opportunity. The federal government has an important role in helping to encourage that opportunity.

NEA: Republicans on the House Education and Labor Committee were just as adamant as Democrats recently in opposing the second round of education cuts. Does this mean the Reagan Administration's honeymoon with Congress is over?

BROWN: Yes. I think a properly run Congress is one where we listen to all recommendations, but take responsibility for the ultimate budget ourselves. We shouldn't be dominated by an executive, no matter from which party. We ought to perform our duties as we think best.

I think there's far less support for the President's recommendations this year because we have a dramatically different set of priorities. Last year we increased non-defense spending by an estimated $50 billion in outlays. This year we're talking about dramatically reducing non-defense spending.

The biggest concern I have is the effect on the school lunch program—those school districts where they have dropped the program altogether. It's a result of budget changes that were not widely anticipated, at least not among my colleagues here.

NEA: Secretary of Education Terrel Bell recently testified that Title I has been successful in improving education for the disadvantaged, yet the Administration proposes to cut the program by one-third. Do you feel that Title I, vocational, and adult ed programs should be reduced?

BROWN: No, I don't. I think these programs are far more valuable than many of the other federal programs. Whether you're talking about foreign aid, or subsidies to energy companies, I think these education programs are clearly of a much greater priority.

NEA: Two universities and several junior colleges lie in your district. The Reagan Administration wants to raise interest rates on graduate student loans from 9 to 14 percent, and to reduce graduate student aid. How will these actions affect working and middle class students' access to a college education?

BROWN: There's a real danger of eliminating assistance to students who really need help and who cannot attend the university without it. I think it's an unwise move; it will reduce opportunities for many students.

NEA: We understand that families in your hometown of Greeley move there just to take advantage of its special education programs—another area slated for federal reductions. As categorical programs are consolidated into block grants, do you see different groups, such as the parents of handicapped children and the parents of voc ed students, pitting themselves against each other at the state and local levels for limited funds?

BROWN: There's a lot of concern among parents. I think that can be easily solved if you do the right kind of categorizing of funds. That doesn't mean there won't still be competition in the budget, whether it's at the local, state, or federal level. Lumping all educational programs into only one block grant would be a mistake.

NEA: You have served in the Colorado legislature. Do you think state and local governments are likely to raise taxes to make up for the federal education cuts, as the Secretary of Education has suggested?

BROWN: No. Funding at the state and local level has a very tough time staying up with inflation, much less assuming other burdens. We're looking at real cuts that will be difficult to make up. □

Voting Rights Act faces tough fight in Senate

WASHINGTON, D.C.—Seventeen years after its passage in 1965, the nation's most successful civil rights law faces an uncertain future. The Voting Rights Act will expire in August unless Congress takes action.

The Act, which was extended and strengthened in 1975, was meant to self-destruct when compliance became widespread and minority voters achieved full representation. Unfortunately, that day has not yet arrived.

While blacks and other racial minorities are voting and holding elective office in unprecedented numbers, they have a long way to go to win full political rights in certain jurisdictions. As the horror story of Maggie Bozeman *(below)* shows, blacks seeking political involvement in parts of the rural South still face harassment and persecution.

Last fall, by an overwhelming margin of 389 to 24, the U.S. House of Representatives voted to extend the Voting Rights Act indefinitely in its present form. An identical NEA-backed bill has been introduced in the Senate with 65 cosponsors, but opposition is strong.

Amendments proposed by Sen. Orrin Hatch (R-Utah) and supported by President Reagan and Senate Judiciary Committee Chair Strom Thurmond (R-S.C.) would severely weaken the law. One would make state and local voting procedures illegal only if they could be proved to be discriminatory in *intent*, and not simply in effect or result. Such proof would be almost impossible to establish—especially in cases where electoral practices were adopted years ago.

Practices that keep down the level of minority participation include inconvenient voter registration places and times, poorly publicized registration deadlines, inadequate availability and distribution of bilingual ballots, and lack of voter privacy while marking ballots. □

Convicted of 'vote fraud' on no evidence

Alabama teacher punished for challenging political status quo

Maggie Bozeman, left, confers with Julia Wilder in Tuskegee, Ala., where the two are serving their sentences in a work-release program.

Voting rights marchers converge on the Alabama capital after 160-mile, two-week trek that included a retracing of the famous Selma-to-Montgomery pilgrimage route of 1965.

MONTGOMERY—In the South's biggest and longest civil rights march since the historic Selma-to-Montgomery pilgrimage of 1965, up to 5,000 people marched 160 miles through Alabama from Carrollton to Montgomery in early February.

They were protesting the conviction of Maggie Bozeman and Julia Wilder on "vote fraud" and urging Congress to approve a strong extension of the federal Voting Rights Act.

Partly retracing the 50-mile route of the 1965 march, this winter's trek was designed to draw attention to the plight of minorities in places like Alabama's Pickens County, where the Wilder-Bozeman cases have provided new evidence of the continued harassment of blacks seeking political involvement.

Bozeman, 51, an Alabama Education Association/NEA member, has fought racial discrimination all her adult life as an elementary teacher in Aliceville. A leader in her school, Association, and community, she worked with Wilder, 69—who was president of the county voters league and local leader for the Southern Christian Leadership Conference—to root out injustices and improve conditions for the county's blacks.

Never afraid to stick her neck out, Bozeman became president of the Aliceville branch of the National Association for the Advancement of Colored People and was vocal in pointing out a variety of abuses and illegalities in the county school system and government.

What finally got her and Wilder in serious trouble with the Pickens County establishment, however, was their attempt to give black voters a role in electing county officials. The county's population is 42 percent black, but no black has ever held elective office there.

Wilder and others took absentee ballots to the homes of shut-in, elderly black citizens, helping those who were illiterate vote according to their expressed preferences.

Suddenly Bozeman and Wilder found themselves being arrested for "vote fraud"—marking absentee ballots without the permission of the voters. "They picked me up at school just as I was coming in from the playground with my kids," Bozeman recalls. "There were five police cars—like I was a criminal."

The two were found guilty by all-white juries in county circuit court, despite the fact that the district attorney presented no evidence linking Bozeman to anyone's ballot—and despite the fact that 12 of the 13 elderly witnesses testified that Wilder had helped them according to their wishes.

In what the Alabama Court of Criminal Appeals later called "confusing" testimony, one witness said she didn't know what the voting was all about. That testimony was enough; Bozeman and Wilder were convicted, Bozeman receiving a four-year jail sentence and Wilder five years (the maximum).

The appeals court upheld the convictions, and the Alabama and U.S. supreme courts declined to review the cases. So on January 11 of this year, the two "criminals" were hauled off to Tutwiler State Prison for Women, in Tuskegee. Four armed sheriff's deputies escorted Bozeman; three brought in the frail and slender Wilder.

Eleven grueling days later, following a storm of protest over their imprisonment, Bozeman and Wilder were placed in a work-release program by Governor Fob James. Under this program, Bozeman has been assigned to teach at a private center for the retarded, and Wilder to work at a nursing home.

They are temporarily housed in a private home in Tuskegee; meanwhile neither may go back to Pickens County.

"As long as freedom fighters like Maggie Bozeman and Julia Wilder can be railroaded and jailed by the Pickens Counties of America," charges Birmingham Mayor Richard Arrington, "justice is still on trial." □

NEA and the Alabama Education Association contributed several thousand dollars in subsistence and legal defense funds as Maggie Bozeman fought dismissal from her Aliceville teaching post. AEA is now exploring such options as parole, a pardon, and an appeal to federal court to set aside her vote fraud conviction.

An emergency assistance fund has been established to help Bozeman meet personal expenses, stop foreclosure on her mortgage, and pay legal bills stemming from her criminal case. Joe Reed, associate executive secretary, Alabama Education Association, will administer the fund.

Those wishing to contribute should make checks payable to the Maggie Bozeman Emergency Assistance Fund, P.O. Box 6233, Montgomery, AL 36107.

UNEMPLOYMENT

CHILDREN FEEL THE PAIN

Out of work—lost my job—phrases so simple, but behind the words, the tragedies of broken lives and uncertain futures.

Government statistics show nearly 10 million unemployed in February; another 5.6 million are working part-time because they can't find full-time jobs, and a million or more have given up hope of work.

The nation's highest unemployment rates are in the upper midwest, dominated by the sagging auto and steel industries; the far west, with its major downturn in lumber-related industries; and pockets of the depressed manufacturing-centered northeast.

Michigan, with an unemployment rate nearing 15 percent, is one of the states hardest hit.

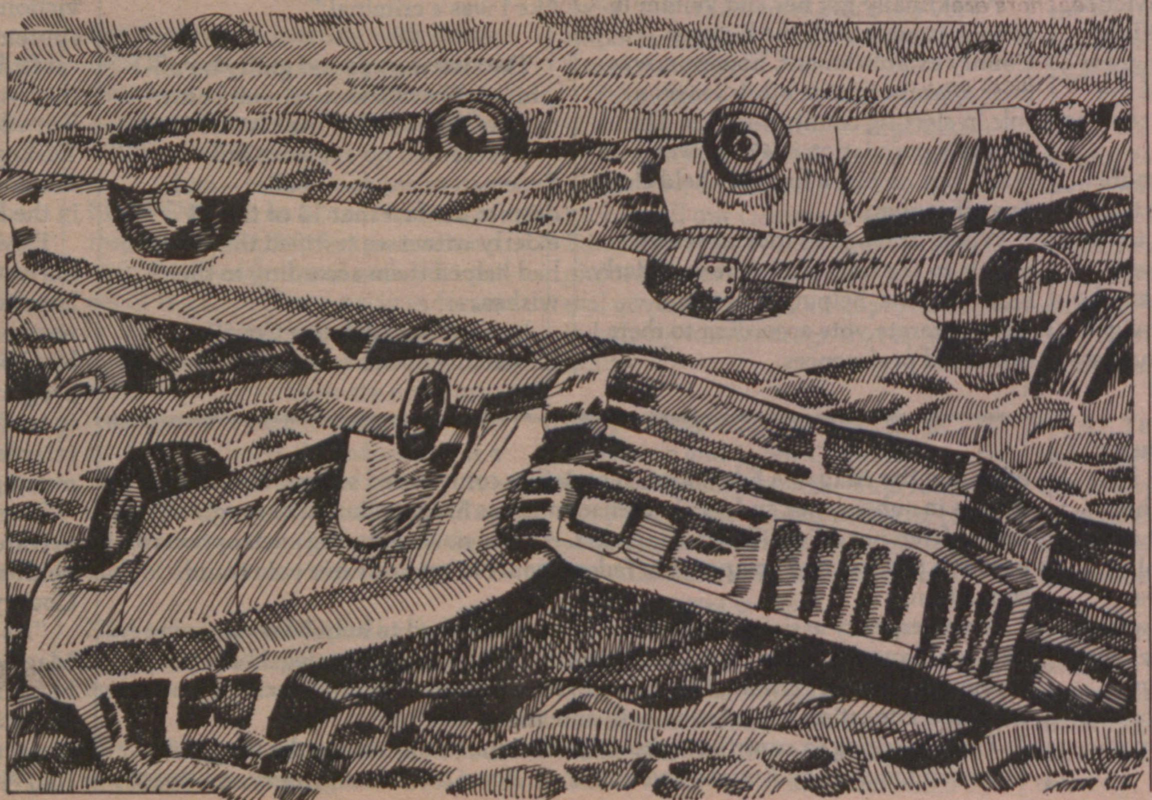
And on a March morning, the *Reporter* found Linda and Laura Price standing in line at the Pontiac, Mich., unemployment office waiting to collect unemployment benefits.

Linda Price is one of Michigan's 667,000 jobless—and one of the state's thousands of unemployed teachers. Laura is her five-year old daughter. There are no statistics that tell how many Lauras are affected by the nation's spiraling unemployment.

But it is clear, after visits with teachers, unemployed parents, and children in Michigan, Washington, and elsewhere, that the schools are in fact sharing the pain of mass joblessness.

In Michigan

The wheels come off Pontiac's economy



PONTIAC, MICH.—The automobile industry has gone belly up here in this blue-collar city of 80,000 just north of Detroit. General Motors—the city's key employer—has reduced its work force to minimum levels.

Approximately one in four workers in Pontiac is out of work. And the auto industry's downturn—which nationwide has caused the elimination of some 600,000 auto-related jobs— has also had a chilling effect on Pontiac schools and the nearby Waterford school system.

"In the last several years," notes Pontiac Education Association President Eddie Turner, "seven straight school levies were defeated. Our schools nearly closed last fall, before we finally got a millage increase passed. We've lost more than 200 teachers. With continuing unemployment and major cutbacks in state and federal aid, we're getting hit from all directions."

In the nearby Waterford School District, voters who have already turned down three millage issues in a row will be asked to approve a five-mill levy in May.

"We have an uphill battle," says Waterford Education Association President Bobby Joe Grider.

Mason Junior High School science teacher Douglas Kuechle adds, "You can't really blame voters. They're getting hit with higher property taxes in a time of high unemployment, and the state share of education costs keeps falling, placing more of a burden on the local taxpayer."

The state now accounts for only 35 percent of education costs, while local taxpayers are footing 60 percent. The Michigan Education Association has launched a statewide effort to boost the state's share to 50 percent.

MEA President Keith Geiger notes, "The combination of the Reagan education cuts, a poor economy, and the failure of the legislature to properly fund our educational system has cost at least 10,000 teaching positions in Michigan in the last two years. Tremendous—but we hope not irreparable—damage has been done to our schools."

For students in both the Pontiac and Waterford districts, school cutbacks have meant—among other things —fewer course offerings, the loss of favorite teachers, fees for what once were free extra

In Washington State

Aberdeen, Hoquiam: twin victims of lumber industry collapse

ABERDEEN, WASH.—This coastal town of 18,000, two hours from Seattle, has never known such raging unemployment—now estimated at 30 percent or higher.

But then the state of Washington hasn't faced such an economic downturn as it's experiencing now. Its lumber, construction, and aerospace industries have turned sour, putting a crimp on state tax revenues, which now provide 90 percent of school financing.

The legislature, struggling with a $350 million deficit, has already slashed $180 million in education funds since 1981, and other proposed cuts could eliminate over $100 million more.

Here and in the nearby town of Hoquiam, severe unemployment has touched off a host of problems.

For Mary Paulsen, a third grade teacher at Washington Elementary in Hoquiam, one specific effect stands out.

"My kids are hungry," says Paulsen. "They show up white-faced and sad. More children than ever are on free or partially subsidized lunches, but that's not enough. Luckily local charities have been supportive. And last year both Aberdeen and Hoquiam citizens contributed six tons of food for local families."

In Aberdeen, Miller Junior High Counselor Marge Kelling notes that more and more kids are " 'charging' lunches, because they can't afford to pay."

A. J. West Elementary fifth grade teacher Len Lawr says he's noticed an increase in free lunches—and more kids who don't turn out for sports because they can't afford shoes.

"And one student who broke down in class," says Lawr, "finally told me her parents had threatened to have someone adopt her. Now, I don't know how much of that is directly a result of unemployment."

Despite high unemployment, local voters have passed 16 of 17 recent school levies, points out Aberdeen teacher Len Lawr.

When paychecks stop, some children go hungry, says Hoquiam teacher Mary Paulsen. A teacher-led drive recently netted over six tons of food for needy families.

Aberdeen high school counselor Paul Seabert notes that at least one area business fails every month. Almost one in three Aberdeen workers is out of a job.

"I think it is related," comments Weatherwax High School counselor Paul Seabert. "Our school's special fund of $650 is now down to $38 because kids can't afford basic things like tennis shoes. Thefts are rising too, and there are more incidents of child abuse. In general, more personal problems are being brought to the school that are extensions of the home."

"We've always been pretty well off with our basic industries—fishing, shipping, and lumber, but that's all past tense now," adds Aberdeen Education Association President Myrna Masson.

"That's right," Mary Paulsen agrees. "We've had our share of layoffs over the years. But then when the mills opened up again, people started buying again. Right now, people have been down so long, they've used up their resources." □

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curricular activities, and growing worries about whether they'll be able to afford college.

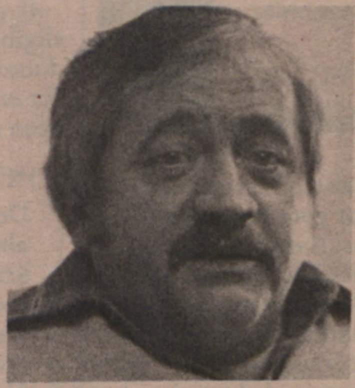
"There's a general feeling of discouragement in the community," says Perdue Alternative Education Center counselor Margaret Maneese, a 24-year teaching veteran.

Maneese and her colleague Pierre Hall both agree that the children are very aware of surrounding joblessness. "Suddenly," says Hall, "they're competing for jobs with adults."

Sixteen-year-old Billie Cameron, a student at Perdue, knows the despair of unemployment through her mother's vain efforts to find work.

"She doesn't have the experience," Billie says, "so people are reluctant to hire her, and that makes it hard at home on us. Friends of mine have given up too; some are selling drugs."

Even at lower grade levels the effects of unemployment take their toll. "If there's tension at home, then kids take it to school," says Mark Twain Elementary teacher Connie Jackson. "One child I taught was a good student, but then her grades suddenly began to drop off, and her attitude got worse. Through a telephone conference, I found out that her mother had been laid off after 15 years at the auto plant."



"Teachers are coming to me asking, 'Will I be laid off or reassigned?' " reports Waterford Education Association President Bobby Joe Grider. "These are questions we never heard a few years ago."

"Special reading and math courses are more important now than ever," says Pontiac counselor Margaret Maneese. "It's frightening to think that Title I funds might no longer be there."

There are other tragedies as well. "Right across from my school," recalls Waterford High School science teacher Gil Bergsrud, "an unemployed father killed his entire family. Once we discovered a child living in a car. Another was locked out of her home, because her parents could no longer afford to care for her."

Waterford Education Association President Grider agrees that "a kind of doldrums" has set in. "The kids are distraught, angry—they need more help, but with the current economic problems, they're not getting it."

To relieve the boredom and distress of unemployment, Ernest Robinson, an unemployed auto worker, volunteers every day at a Pontiac elementary school.

"I want to help my grandson and other children," he says. "I've lost my job, but they're just getting started. They still have a chance." □

"Yes, there are problems," says Pontiac reading resources teacher Connie Jackson, seen here with her students. "But we can't let our young lose their enthusiasm."

Sixteen-year-old Billie Cameron knows that Pontiac's 25 percent unemployment rate has dimmed her future job possibilities. "Still," she says, "I'm going to make it. I know I'm going to."

NEA launches new program for retired members

WASHINGTON, D.C.—When you retire, will a gold watch, or a dinner in your honor, be enough to commemorate the years you have spent in education as a teacher or other member of the school staff?

NEA thinks not—and has created a new program called NEA-Retired (NEA-R) to meet your needs. The nation's only professional program designed especially for retired educators, NEA-Retired offers you an opportunity to remain actively involved in education. No other organization can match NEA in providing services to both active and retired members.

If you're already retired, or within five years of retirement, NEA-Retired allows you to continue receiving NEA's member services, working in behalf of the public schools, and socializing with your colleagues.

NEA-R will work with you to serve your special needs as a retired educator. It will provide you with the resources of NEA and its affiliates at the local and state levels.

Membership in NEA-Retired entitles you to the same money-saving programs you have enjoyed as an active NEA member, including attorney referral and discounts on life insurance, travel, the literary guild, prescription drugs, and other products and services.

In addition, as a member of NEA-Retired you will receive special consumer information and publications to keep you up to date on changes in Social Security and Medicare regulations. Other services designed especially for retired educators will be announced as time goes on.

Being an NEA-R member will enable you to continue contributing your unique skills and energies to the betterment of your former profession. For example, you might participate in political campaigns on behalf of NEA-PAC-endorsed candidates, or serve on the NEA contact team for your congressional district.

NEA-Retired also offers you the chance to plan for your retirement *before* it happens. Associations in several pilot states, including Arizona, Michigan, and Pennsylvania, will soon offer preretirement seminars to NEA members and their spouses. Later the seminars will be expanded to other states.

Preretirement topics will include financial and personal planning—investments, wills and trusts, legal problems, retirement housing needs, attitudes toward retirement, handling stress and anxiety, and creative use of time. A series of booklets on these issues is being developed by NEA-Retired.

Directing the NEA-R program is staffer Higgins D. Bailey, aided by a national advisory committee of retired and preretired educators. Committee members are Jess Whitney of Montana, Dorothy Jenis of New Hampshire, Frederick Hipp of New Jersey, Robert Van Houte of Oregon, and Joseph Westbrook of Tennessee.

You may join NEA-Retired even if you're still working. Your one-time membership fee of $100 entitles you to receive a kit that includes a charter membership certificate and a personal portfolio to assist you in your estate planning.

These lifetime dues will be used to start an endowment fund that will remain intact forever. Only the interest will be used to finance the activities of NEA-Retired, which will eventually become self-supporting.

If you're already retired, you're eligible to join NEA-Retired at reduced rates: $75 if you've been retired for one to five years, and $50 if you've been retired over five years. ☐

Do you need more information about NEA-Retired—or do you know someone you think should receive a mailing about it? Please write to NEA-Retired, Room 308, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Delegate-campers take note

LOS ANGELES—Delegates to NEA's 1982 annual meeting here may wish to take advantage of special camping arrangements that have been made at the Bicentennial Park Campground in nearby Pico Rivera.

Approximately 100 sites have been reserved at the facility, which is just 14 miles east of Los Angeles and easily accessible via I-605 which leads to all freeways. NEA buses will be available to take campers to the Los Angeles Convention Center for sessions and special delegate events.

Move-in begins June 30; move-out is July 7. The campground has riding, hiking, and biking trails. A stocked trout lake, golf course, and shopping mall are nearby. Full electrical, water, and sewer hookups are available at $10 a night.

Space will be assigned on a first-come, first-served basis. Because of the July 4 weekend, spaces are at a premium, so reservations should be made immediately by sending in the coupon at right with one day's deposit.

The registration coupon and deposit must be received in the campground office by May 31. A copy of the coupon must also be mailed to NEA Office of Convention and Conference Management, 1201 Sixteenth Street, N.W., Washington, DC 20036, so that buses to state delegation caucuses can be arranged. ☐

CAMPSITE RESERVATION—1982 NEA ANNUAL MEETING

Name____________________

Address____________________

City__________ State______ Zip______

Telephone (include area code):________________

☐ Full hookup $10 ☐ Partial hookup $8 ☐ Group site $6 ☐ Overflow $5

Move-In Date__________ Time__________ (A.M./P.M.)

Move-Out Date__________ Time__________ (A.M./P.M.)

Mail first night's deposit (check or money order) payable to Bicentennial Park Campground, City Hall, P.O. Box 1016, Pico Rivera, California 90660 (phone 213/695-4536). A copy of this form must also be mailed to NEA-OCCM.

Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules for Vote by the 1982 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

CONSTANCE N. BEACHEM
Arizona, *Chairperson*

ELLEN LOGUE
California

DAVID J. McMAHON
Michigan

HORACE M. MAYO
Minnesota

DILLON L. STONE
New Mexico

Further information may be obtained from Irma L. Kramer, Executive Assistant, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

AMENDMENTS 1 TO 4 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT 1
(Requires a 2/3 vote)

Title: TO PROVIDE THAT ELECTION TO THE BOARD OF DIRECTORS BY AN ALL-MEMBER SECRET BALLOT VOTE OF STUDENT NEA MEMBERS SHALL CONSTITUTE ELECTION TO THE REPRESENTATIVE ASSEMBLY FOR ALL PURPOSES.

Article III. Representative Assembly

Section 3. Election of Delegates.

a. No change

b. Election to executive office or to the Board of Directors or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers, provided that election to the Board of Directors by NEA Active and Educational Support members within the state or by an all-member secret ballot vote of Student NEA members shall constitute election to the Representative Assembly for all purposes.

No change in remainder of article

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Sherry Duncan, Student NEA

AMENDMENT 2
(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years,] The President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. [In even numbered years,] The Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

Section 5. Succession and Vacancies.

Vacancies occurring by reason of death, resignation, incapacity, judgment of impeachment, or other disqualification shall be filled as follows:

a. No change

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Elaine Sudduth, South Carolina

AMENDMENT 3
(Requires a 2/3 vote)

Title: TO PROVIDE FOR PROPORTIONAL REPRESENTATION FOR EDUCATIONAL SUPPORT MEMBERS ON THE NEA BOARD OF DIRECTORS THROUGH ELECTION AT THE REPRESENTATIVE ASSEMBLY FOR AT-LARGE POSITIONS AS NECESSARY.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

g. Educational Support members shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of Educational Support members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Educational Support members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)

Contact Persons: John A. DeMars, West Virginia; Beth Supranovich,* Maine, and Edithe Fulton,* New Jersey; Frank C. Olbris,* Massachusetts, and Mary Christian,* Michigan; and Rose-Marie Lopez,* New York, and Clarence Wingrove, Florida*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION OR BYLAWS, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Article IX. Amendment of Constitution and Bylaws
Section 2. Amendment of the Constitution.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Section 3. Amendment of the Bylaws.

b. The text and, in twenty-five (25) words or less, the intent of the maker of the proposed amendment shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Priscilla W. Woolley, Georgia

AMENDMENTS 5 TO 14 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT 5
(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership
2-1. Classes.

a. No change

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Active membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . .

c. No change

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person (i) who is on a limited leave of absence from such employment except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Educational Support membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons. . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by two state delegations)

Contact Persons: Theodore W. Thomas, Ohio; Jeff Wahlquist,* Washington, and Ron Jones,* Oregon*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 5A
(Requires a majority vote)

Title: TO EXTEND THE RESERVE MEMBERSHIP CLASS TO PERSONS WHO HAVE HELD NEA ACTIVE OR EDUCATIONAL SUPPORT MEMBERSHIP BUT WHOSE EMPLOYMENT STATUS NO LONGER QUALIFIES THEM FOR SUCH MEMBERSHIP; TO REMOVE THE THREE (3) YEAR LIMIT FOR RESERVE MEMBERS WHO ARE ON LEAVE OF ABSENCE FROM THEIR EDUCATIONAL POSITIONS; TO REDUCE THE ANNUAL DUES OF ASSOCIATE MEMBERS FROM ONE-HALF (½) THE DUES OF ACTIVE MEMBERS TO FIVE DOLLARS ($5); AND TO LIMIT THE SERVICES PROVIDED TO ASSOCIATE MEMBERS.

Bylaw 2. Membership
2-1. Classes.

g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association. Associate members shall be eligible to receive reports and publications of the Association in accordance with the policies and procedures of the Association.

h. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months [but not more than three (3) years] from the employment that qualifies him or her for Active or Educational Support membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

i. No change

2-3. Rights and Limitations.

Subsections a and b: No change

c. All members shall be eligible to receive special services, [to obtain] assistance in the protection of professional and civil rights, and [to receive] reports and publications of the Association in accordance with the policies and procedures of the Association.

Subsections d through h: No change

2-7. Membership Dues.

Subsections a through d: No change

e. Dues of Staff [and Associate] members shall be one-half (½) the dues of Active members.

f. No change.

g. Dues of Associate members shall be five dollars ($5) yearly.

(Reletter g, h, and i as i, j, and k.)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Christian, Michigan

AMENDMENT 5B
(Requires a majority vote)

Title: TO PROVIDE THAT THE NEA SHALL INVOKE BYLAW 2-3.d. ONLY UPON THE REQUEST OF A GOVERNING BODY OF AN AFFILIATE IN THE SCHOOL DISTRICT OR HIGHER EDUCATION INSTITUTION IN WHICH THE MEMBER IS ALLEGED TO HAVE ENGAGED IN THE PROSCRIBED CONDUCT IN VIOLATION OF THAT BYLAW.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through c: No change

d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Gary Obermeyer, Nebraska

AMENDMENT 6
(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERSHIP SHALL BE CONTINUOUS UNLESS TERMINATED FOR SUFFICIENT CAUSE AND TO PROVIDE THAT THE REVIEW BOARD SHALL DECIDE ON A CASE-BY-CASE BASIS WHETHER THERE IS SUFFICIENT CAUSE FOR TERMINATION.

Bylaw 2. Membership
2-3. Rights and Limitations.

Subsections a through f: No change

g. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including "unjust use," shall be decided by the Review Board on a case-by-case basis.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert Moir, New Jersey

AMENDMENT 7
(Requires a majority vote)

Title: TO PROVIDE THAT A FIRST-YEAR TEACHER WHO JOINS THE ASSOCIATION DURING THE FIRST YEAR OF MEMBERSHIP ELIGIBILITY SHALL BE ALLOWED A CREDIT OF TEN DOLLARS ($10) FOR EACH YEAR OF MEMBERSHIP IN STUDENT NEA UP TO FOUR (4) YEARS, PROVIDED SUCH TEACHER OFFERS PROOF OF MEMBERSHIP IN THE STUDENT NEA.

Bylaws 2. Membership
2-7. Membership Dues.

a. No change

b. The Association shall allow credit to first-year teachers who join the Association during their first year of membership eligibility, the reduction of their dues being ten dollars ($10) per year for each year of their membership in Student NEA up to four (4) years. The first-year teacher shall provide proof of membership in Student NEA to be eligible for the credit.

(Reletter b through h as c through i)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Henry Donaldson, Kansas

AMENDMENT 8
(Requires a majority vote)

Title: TO PROVIDE THAT ANY PERSON JOINING FOR THE FIRST TIME AS AN EDUCATIONAL SUPPORT MEMBER DURING THE FIRST YEAR OF ELIGIBILITY SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR.

Bylaws 2. Membership
2-7. Membership Dues.

Subsections a through e: No change

f. Dues of Educational Support members shall be determined in the manner set forth in Bylaw 2-7.a., except that the national average annual salary of persons eligible for Educational Support membership shall be used in the formula and the dues shall in no event be less than one-half (1/2) the dues of Active members. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members. Any person joining as an Educational Support member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Subsections g through i: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates) and Section 1.c. (by at least two state delegations)

Contact Persons: John A. DeMars, West Virginia; Frank C. Olbris,* Massachusetts, and John C. Davis,* Washington; and Edithe Fulton,* New Jersey, and Beth Supranovich,* Maine*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 9
(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF A LOCAL OR STATE AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by educational position, provided that the actual educational position of a president of a local or state affiliate who is elected as a delegate shall not be relevant for purposes of delegate representation. Such a person shall be eligible to serve as a delegate in his or her capacity as a local officer. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Treasure Brasher, Texas, and Cheryl Sarvis,* Georgia*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT 10
(Requires a majority vote)

Title: TO TRANSFER FROM THE VICE-PRESIDENT TO THE SECRETARY-TREASURER THE DUTY OF SERVING AS CHAIRPERSON OF THE COMMITTEE ON PROGRAM AND BUDGET.

Bylaw 4. Executive Officers

4-3. Power and Duties of the Vice-President.

The Vice-President shall—

a. No change

b. [Serve as chairperson of the Committee on Program and Budget; and] Serve on the Committee on Program and Budget; and

c. No change

4-5. Power and Duties of the Secretary-Treasurer.

The Secretary-Treasurer shall—

a. No change

b. No change

c. [Serve on the Committee on Program and Budget;] Serve as chairperson of the Committee on Program and Budget;

Subsections d through g: No change

Bylaw 11. General Finance

11-7. Committee on Program and Budget.

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to prepare with the President, the Secretary-Treasurer, and the Executive Director the annual budget. The Vice-President and the Secretary-Treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1 five (5) of its members for staggered two (2) year terms. Members from ethnic minorities shall comprise at least twenty (20) percent of the committee. The Board shall elect additional members as appropriate to assure such ethnic-minority representation. A member elected by the Board of Directors shall serve only while a member of the Board. The [Vice-President] Secretary-Treasurer shall serve as chairperson.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Larry Koenck, Minnesota

AMENDMENT 11
(Requires a majority vote)

Title: TO PERMIT THE SEATING OF AN ALTERNATE DIRECTOR WHEN THE REGULAR DIRECTOR IS ABSENT FROM ALL OR A PORTION OF A BOARD OF DIRECTORS MEETING AND TO CLARIFY THE NEA'S FINANCIAL RESPONSIBILITY WHEN BOTH THE REGULAR AND ALTERNATIVE DIRECTORS SERVE AT THE SAME MEETING.

Bylaw 5. Board of Directors

5-6. Alternate Directors.

Subsections a through c: No change

d. [Prior to the opening of a Board meeting,] The president of the state affiliate may request that the alternate director be seated by the Board of Directors [if] when the regular director is to be absent from [that] an entire Board meeting or from one or more of its sessions. While seated, alternate directors shall have [the right to vote and otherwise participate and shall assume] all rights and privileges of [the] regular directors [replaced until the meeting is adjourned], except that they may not be elected to positions filled by and from the Board.

e. The attendance and/or seating of an alternate director shall not increase the Association's responsibility for expenses beyond what it would have been if only the regular director had attended the entire Board meeting.

(Reletter e and f as f and g)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Carol Carlin, Wisconsin

AMENDMENT 11A
(Requires a majority vote)

Title: TO ADD TO THE STANDARDS FOR LOCAL AND STATE AFFILIATES PROVISIONS THAT THE AFFILIATE SHALL DENY MEMBERSHIP TO AN INDIVIDUAL WHILE THAT INDIVIDUAL IS DENIED MEMBERSHIP IN THE ASSOCIATION PURSUANT TO BYLAW 2-3.d.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through d: No change

e. The affiliate shall have the same membership year as that of the Association; [and]

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its local affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure; and

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Mary Hatwood Futrell, Virginia

AMENDMENT 12
(Requires a majority vote)

Title: TO PROVIDE THAT THE DELEGATE BODY OF A STATE AFFILIATE MAY ADOPT A PROVISION IN ITS GOVERNING DOCUMENTS TO PERMIT EACH LOCAL ASSOCIATION WITHIN THE STATE AT LEAST ONE (1) DELEGATE TO THE STATE DELEGATE ASSEMBLY.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and that state delegate bodies may adopt provisions to their governance documents to permit each local association at least one delegate to the state delegate assembly. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members;

Subsections b through f: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robin Matthews, Texas

AMENDMENT 13
(Requires a majority vote)

Title: TO ADD TO THE ASSOCIATION'S STANDARDS FOR STATE AFFILIATES A SEVENTH STANDARD PERMITTING THE DELEGATE BODY OF A STATE AFFILIATE TO ADOPT GUIDELINES FOR THE ELECTION OF DELEGATES TO THE STATE CONVENTION PROVIDED THAT THE GUIDELINES GENERALLY CONFORM TO THE FOREGOING SIX STANDARDS.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

Subsections a through f: No change

g. State affiliates' delegate bodies may adopt guidelines for the election of delegates to their state conventions which shall generally conform to the above standards.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Dora Scott, Texas

AMENDMENT 14
(Requires a majority vote)

Title: TO SPECIFY THAT THE OPERATING RESERVE FOR CASH SHALL BE KEPT IN AN ACCOUNT SEPARATE FROM THE GENERAL FUND AND TO DELETE FROM BYLAW 12-1 THE DEFINITION OF THE OPERATING RESERVE FOR CASH.

Bylaw 11. General Finance

11-3. General Fund.

Subsections a and b: No change

c. The General Fund shall provide an Operating Reserve for Cash needs in an amount equal to at least five (5) percent of the annual budget for the previous year. This amount shall be kept in a separate account which shall be called the Operating Reserve for Cash. Appropriations from the Operating Reserve may be made only after the approval by two-thirds (2/3) vote of the Board of Directors following thirty (30) days' advance notice of the proposed appropriation.

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

Subsections a through f: No change

[g. Operating Reserve for Cash: The Operating Reserve for Cash shall mean the actual amount of cash and investments in the General Fund as of August 31 of each fiscal year.]

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 members from 2 or more states)

Contact Person: Paul O. LaPlante, Massachusetts

STANDING RULE AMENDMENTS 1 TO 4 REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT 1
(Requires a majority vote)

Title: TO PROVIDE THAT THE RESOLUTIONS COMMITTEE SHALL CONSIST OF AN INTERNAL EDITING COMMITTEE AND ONE (1) MEMBER FROM EACH STATE AFFILIATE AND THE STUDENT NEA.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and [at least as many] one (1) additional member[s] from each state affiliate and the Student NEA [as the affiliate has NEA directors]. . . .

B. No change

C. **State and At-Large Representatives.** The registered delegates to the Representative Assembly from each state and from the Student NEA shall elect [as many] one (1) delegate[s] and alternate[s] to the Resolutions Committee from among its delegates [as each unit has NEA directors]. . . .

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: José Plata, Texas

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT THE INTENT OF THE MAKER (CONTACT PERSON) OF A PROPOSED AMENDMENT TO THE CONSTITUTION, BYLAWS, OR STANDING RULES, STATED IN TWENTY-FIVE (25) WORDS OR LESS, BE PRINTED ALONG WITH THE TEXT IN AN OFFICIAL NEA PUBLICATION SENT TO ALL MEMBERS.

Rule 9. Amendments

A. Constitution and Bylaws.

1. *Constitution:* Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the seventh business meeting of the Representative Assembly.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles [and], texts, and, in twenty-five (25) words or less, the intent of the maker of proposed amendments to the Constitution along with the names and states of the contact persons shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly [. The text of the proposed amendments] and shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. *Bylaws:* Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) *Publication:* These amendments and, in twenty-five (25) words or less, the maker's intent shall be printed in an official publication sent to all members at least sixty (60) days prior to their consideration.

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by Bylaw. The text and, in twenty-five (25) words or less, the maker's intent of the proposed amendment[s] along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. Standing Rules.

1. No change

2. *Time for Submission and Notice:* (a) A proposed amendment to the Standing Rules shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. (b) The text and, in twenty-five words or less, the maker's intent of the proposed amendments along with [the] his or her name and state [of the contact person] shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration. (c) The Standing Rules may then be amended by the Representative Assembly by a majority vote of the delegates present and voting, by voice vote.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Tere L. Green, Georgia

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO INCREASE THE TIME ALLOTTED FOR THE RESPONSES OF CANDIDATES FOR EXECUTIVE OFFICER POSITIONS OR THE DESIGNEES OF SUCH CANDIDATES.

Rule 10. Elections, Committee and Procedure

G. **Nominations.** At the first business meeting of the Representative Assembly, nominations shall take place, as they are appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

Subsections 1 and 2: No change

3. Each candidate shall be nominated from the floor by motion of a delegate. When all nominations have been made, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given [five (5)] ten (10) minutes for this purpose. Candidates for Vice-President [,] and Secretary-Treasurer [, and] shall be given seven (7) minutes. Candidates for the Executive Committee shall be given three (3) minutes. Candidates for at-large positions on the Board of Directors shall be given two (2) minutes.

No changes in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(b) (by a state delegation)

Contact Person: Eric Feaver, Montana

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO LIMIT THE PROHIBITION AGAINST THE CONSUMPTION OF ALCOHOLIC BEVERAGES IN THE REPRESENTATIVE ASSEMBLY TO DISTILLED LIQUOR.

Rule 12. Prohibitions

A. No change

B. There shall be no consumption of distilled alcoholic beverages in the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)

Contact Person: Art Parks, New York

Interviews are key to NEA-PAC endorsements

ELECTIONS 1982

CHARLESTON, W. VA.—Direct, face-to-face contact—that's the cornerstone of the process by which candidates for federal office are carefully screened before being endorsed by NEA's Political Action Committee (NEA-PAC) and state and local Association political action arms.

NEA-PAC's objective is to help elect pro-public education candidates who support federal legislation consistent with the policies established by the NEA Representative Assembly.

The West Virginia Education Association (WVEA/NEA) typifies the Associations across the country now conducting candidate interviews as political activity begins to heat up.

The WVEA/PAC steering committee recently met with Senate minority leader Robert Byrd, who is up for reelection in November, to pin down his current views with emphasis on four key issues—tuition tax credits, the Department of Education, the Equal Rights Amendment, and collective bargaining rights for public employees.

In addition to these issues, on which Associations everywhere are being urged to question candidates this year before deciding whom to endorse, WVEA also probed Byrd's stands on the Reagan budget cuts, defense spending, and Social Security benefits.

Following the interview, WVEA President Lowell Johnson announced, "Senator Byrd once again has our support."

Sen. Robert Byrd (D-W. Va.) responds to questions from WVEA/PAC steering committee during a wide-ranging interview centering on political issues important to Association members. At right is steering committee member Debbie Provance.

65-member Council meets at NEA headquarters to consider state affiliates' recommendations for first round of 1982 NEA-PAC congressional endorsements. NEA-PAC offers NEA members nationwide a way to pool their strength in support of pro-education candidates for federal office.

NEA-PAC endorsements are decided by a majority vote of the 65-member NEA-PAC Council, representing every state. No endorsement can be made without the concurrence of the appropriate NEA state affiliate.

A total of 33 congressional candidates, including Senator Byrd, were endorsed by the Council at its March 22 meeting. Three hundred endorsements are expected by Election Day.

All 435 seats in the U.S. House of Representatives and 33 in the Senate are up for grabs on November 2. Some 134 House and Senate races have been targeted as especially pivotal ones where NEA-PAC support can make a major difference. These are largely seats where the race is considered close, and "open" seats where no incumbent is running.

NEA-PAC's goal is to raise enough money to provide a financial contribution to every candidate who earns its endorsement this year. The drive to build up NEA-PAC's 1982 treasury continues, with the top 10 states in per-member contributions so far ranking as follows: Hawaii, Wyoming, Washington, Alaska, Alabama, Delaware, Nebraska, Missouri, New Mexico, and Nevada. □

Redistricting makes political action more crucial this year

WASHINGTON, D.C.—Association members will need to work harder than usual to get out the pro-public education vote in the 1982 elections, now just months away.

Why? Because by November there will be many brand-new congressional and legislative districts, with brand-new voter behavior patterns.

Political action efforts will be further complicated by the fact that even at this late date, many district boundaries have still not been set, due to partisan politics and challenges resulting in court and Justice Department involvement. As a result, in some states it is still not known who will be running for which seats.

District boundaries are remapped every 10 years to reflect population shifts as revealed by the census. This year, use of computers to construct new districts of equal population, as well as the passage of state laws requiring "compact" and "contiguous" districts, have cut down on the most blatant forms of gerrymandering—the old political art of drawing strangely shaped districts to benefit a particular incumbent or party.

No matter how districts are finally drawn, however, reapportionment is sure to have a major political impact. In all, 10 states are losing congressional seats while 11 states are gaining. Even in states retaining the same number in their congressional delegation, population changes within the state (e.g., fewer people in the inner cities) mean that district lines must be redrawn.

In New Jersey, Illinois, Indiana, Pennsylvania, and other states that are losing seats in Congress, two or more incumbents of the same party have been forced to compete for a single seat in the newly combined districts, making primaries particularly important this year.

Which party gets its incumbents thrown into a single district, of course, tends to depend on which party controls the legislature and the governor's office as the lines are redrawn.

Confused about which district you'll be voting in, or which of two competing incumbents better deserves to represent you? Wondering how you can help get out the vote among your district's new constituents? Contact your local or state Association political action committee for advice and assistance. □

HOPE AMID DESPAIR:

preserving civil rights under the 'new federalism'

WASHINGTON, D.C.—Amid the gloom and doom of the moment, nearly 300 Association members attending NEA's 20th Annual Conference on Human and Civil Rights in Education, February 19-21, heard harsh facts about the Administration's retreat from social progress. But they were also inspired to continue working toward equality.

Inspired by moving speech by NEA Executive Director Terry Herndon (inset), over 150 conferees marched around the White House in a silent vigil for peace. "Consider that there are now 40,000 to 50,000 nuclear weapons in the world and that their explosive power exceeds one million Hiroshima bombs," said Herndon.

"The President is now talking about the new federalism. Some have defined that as the code word for states' rights," said keynote speaker Rep. Ronald Dellums (D-Calif.). "I think this move will stimulate regional conflict, class conflict, and racial conflict."

While the nation's military budget approaches $4 trillion (right, *trillion*) over the next decade, said Dellums, "Black and third world people, women, and children will be fighting over who gets the lion's share of the crumbs in 50 state capitals."

NEA President Willard McGuire attacked Reaganomics—or more appropriately, "Reagan*hood*," which he defined as "taking from the poor to give to the wealthy, taking from the elderly to give to the strong, taking from the general public to give to private industrialists, taking from the public treasury to give to private religious institutions. . . ."

McGuire also reminded his listeners that despite attacks on public education, "You do a magnificent job. Our schools have educated the people of an entire nation, not just the wealthy, the privileged, or the highly intelligent, but *all* our citizens."

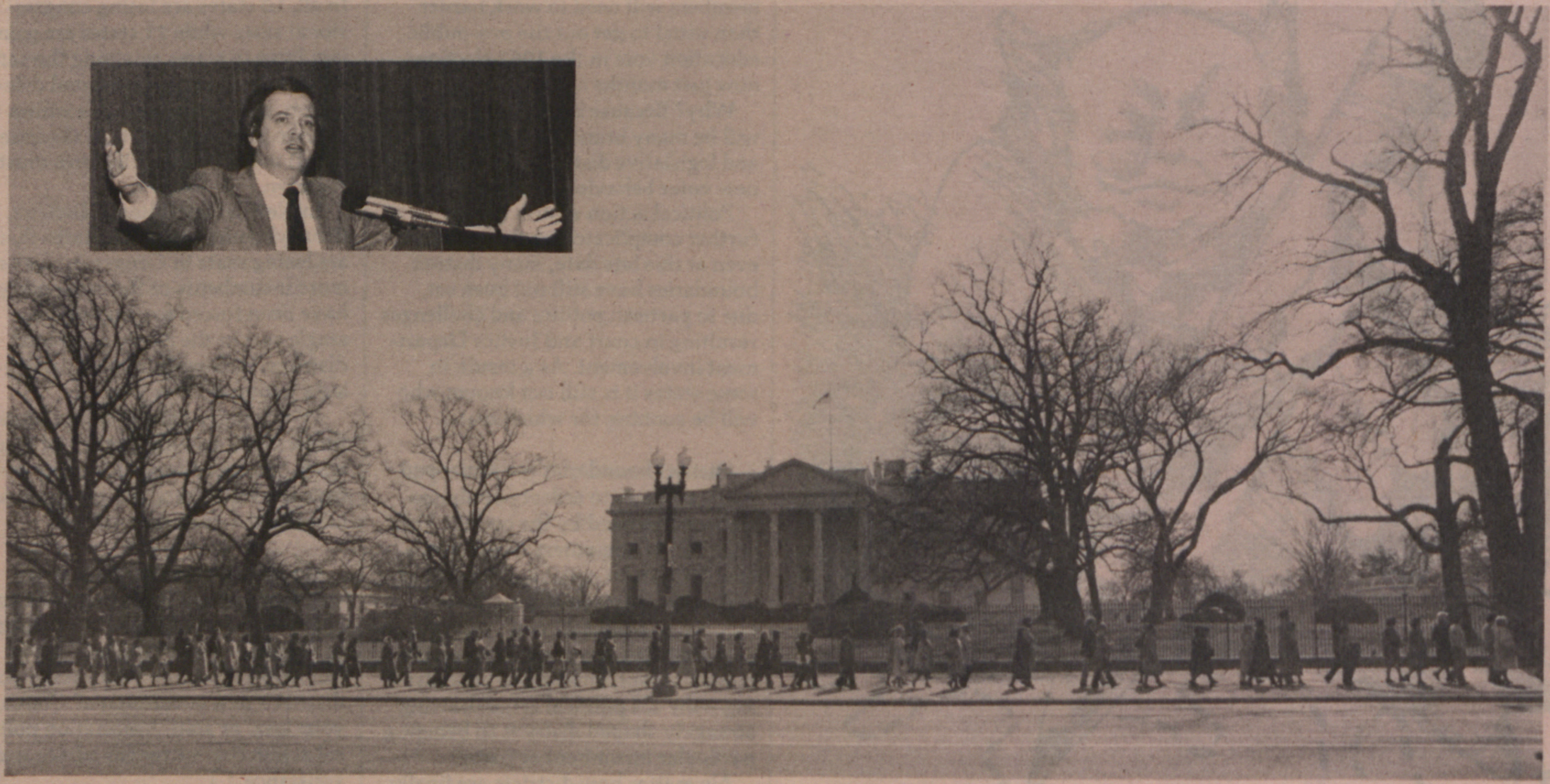
Delivering a powerful address on the dangers of nuclear war, NEA Executive Director Terry Herndon said, "I and those whom I dearly love may yet be the victims of this contemporary madness, but I will resist and press for peace." He urged NEA activists to turn their attention to the "protection of our right as human beings to live safely and freely without persistent fear that governments, by decision or accident, will end civilized life on our marvelous planet."

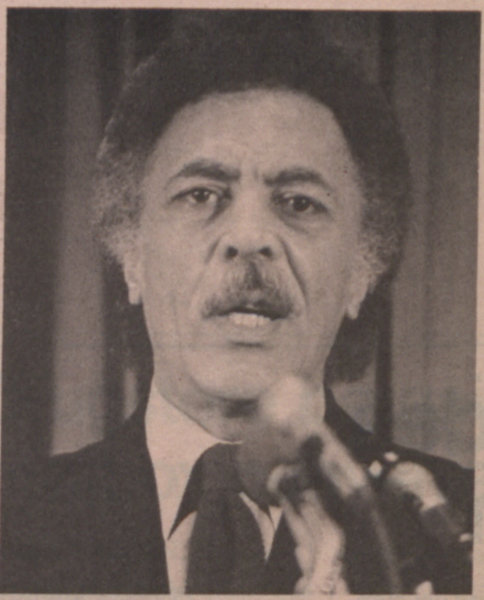
Inspired by Herndon's address, conferees spontaneously collected $427 to publicize his message and then silently marched from their hotel to the White House to protest the Administration's policy of military expansionism and to witness for peace. An ad hoc committee for peace was organized to work for an NEA peace initiative.

The Rev. Robert Drinan, S.J., a former member of Congress who now teaches law and is president of the Americans for Democratic Action, expressed the feelings of many about the Reagan Administration's stance on civil rights when he said, "We're afraid that all we've worked for will be wiped out."

"You are perplexed and worried, and I wish that I could give you more hope rather than fear," said Drinan. "But I do think that things are turning around. Liberals and progressives and those who believe in the philosophy of NEA should come forward and say, we are not retreating, we built this country, we're proud of what was done over the last 50 years, and we're not backing away."

Suggesting that the new federalism is really "the new feudalism," NEA Government Relations Director Linda Tarr-Whelan collected postcards from con-





"There are over 160 nations in the world, millions of people starving for human dignity and the right to develop, and we continue to be competitive over who can best destroy human life—with MX missiles, Trident submarines, and B-1 bombers. An absurdity!

"We need a foreign policy that speaks to the issue of world peace, that embraces the concept of stopping the nuclear arms race to the point of eradicating nuclear weapons from the face of the earth . . . a foreign policy that speaks to human rights and human dignity and economic development. . . . The nuclear bomb is an equal opportunity destroyer."

Rep. Ron Dellums (D-Calif.), in keynote speech to NEA conferees

"I'm tired of conservatives and the press saying we don't have an alternate program. We have a dream and a vision that's at the very core of the NEA, and I think now is the time for us to come forward and assert that dream."

Father Robert Drinan, S.J., urging NEA members to keep the faith

ferees encouraging senators who back the Voting Rights Act.

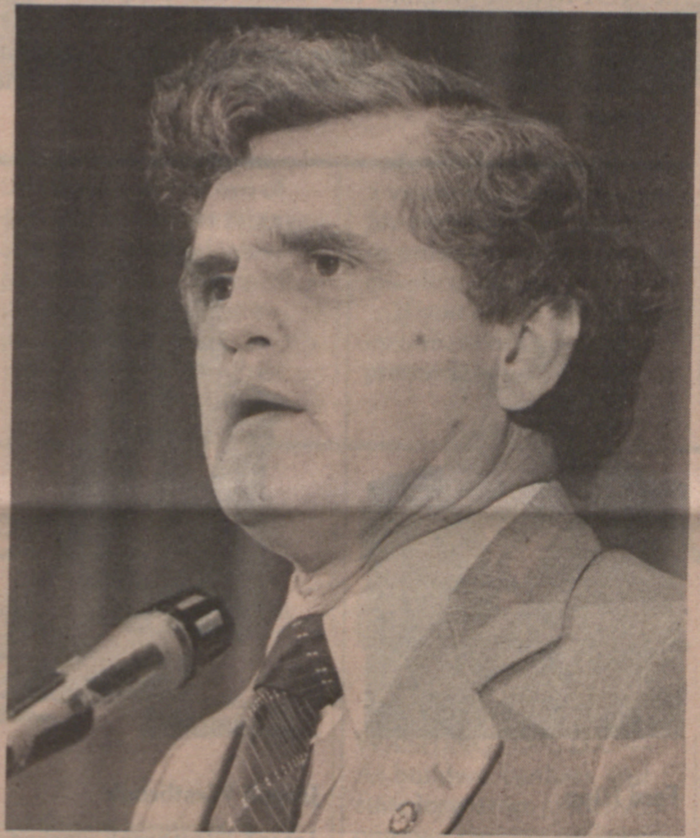
Conference participants attended workshops on extremism, affirmative action, desegregation, evolution vs. "scientific creationism," and the Equal Rights Amendment. Skills workshops concentrated on mobilizing for action, bargaining, and coalition building.

Georgia Fuller, assistant director of Interchange, an alliance of national organizations, told extremism workshop participants, "The New Right is engaged in a new form of class warfare—not of the Marxist type, but of encouraging subgroup antagonism."

Wayne Moyer, executive director of the National Association of Biology Teachers, said creationism "fits neatly into the new conservative goal of dismembering public education and setting up private Christian schools."

"We educators cannot sit back while open season is declared on public schools," warned NEA Secretary-Treasurer Mary Hatwood Futrell. "For the first time in our history, we have a president in the White House who has declared war on public education.

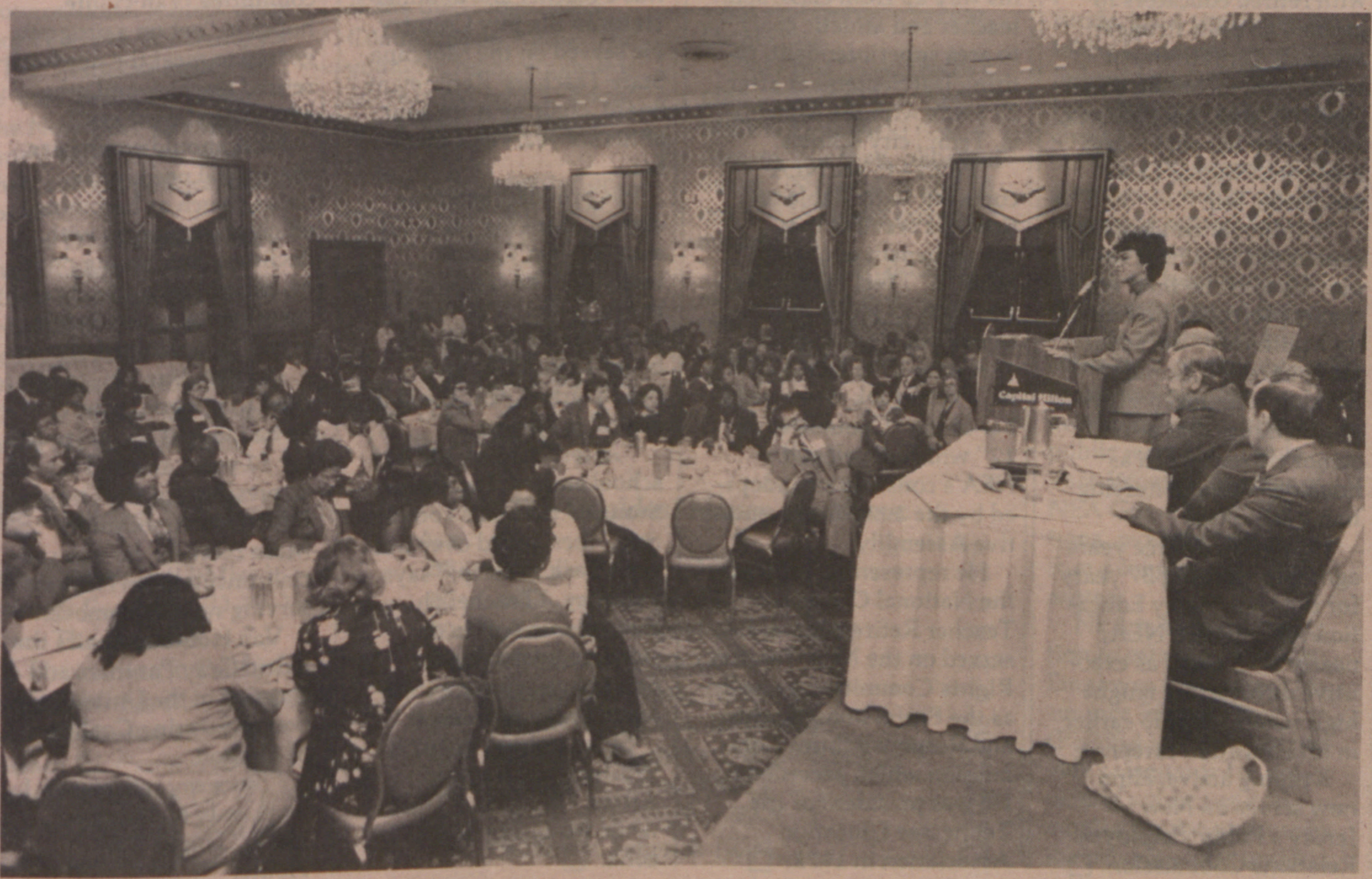
"We cannot afford to become discouraged," she added. "We have known setbacks before. If you go home and do nothing, we will lose . . . but together through perseverance and determination we will defeat those who would deny us our heritage." □



"Mr. President, we would no more let you foist a dried-up creekbed of limited block grants assistance on the states in place of a nourishing stream of federal aid than we would stand by and let you hand schoolchildren a bottle of ketchup and call it a vegetable!

". . . When last we looked, reading was still one of those original three R's and not some kind of frill. To put it in terms even this Administration might understand, reading is a 'truly needy' subject, and we're going to fight for the opportunity to keep on teaching it."

NEA President Willard McGuire, defending compensatory education and other categorical programs



"Today there is a concerted effort, nurtured by the Reagan Administration, to dismantle many of the human and civil rights gains Americans have achieved during nearly a century and a quarter. . . .

"We are supposed to believe that there is no more need for affirmative action because we have 'arrived' in the job market. But as long as minority men earn only 66 percent, and women only 59 percent, of what white males earn—as long as women and minorities are stereotyped into dead-end jobs—affirmative action is still very much needed."

NEA Secretary-Treasurer Mary Hatwood Futrell, at closing session of the conference

RETIREMENT ROUNDUP

Five-member board guides NEA-Retired program

Here are the members of NEA's retirement advisory committee, who have helped develop the NEA-Retired program for retired and soon-to-be-retired educators (details on page 8). All five have worked in the classroom; they know the joys and frustrations of teaching. A cross-section of the nation's teachers, including one who is still anticipating retirement, they share a common goal: to help NEA provide the best possible service to retired members.

Dorothy Jenis

For 17 years Dorothy Jenis has taught English and humanities at Central High School in Manchester, N.H. She contributes to the advisory board the viewpoint of the still-active teacher who is contemplating retirement.

"I'd like to see an organization of nationally united retired educators that could impact national issues such as social security," says Jenis. "NEA's retired educators should also work to elect people to public office who will properly represent their interests and also defend our nation's schools. When I'm retired, I'll still want to see public education survive."

Jenis currently represents her state on NEA's Board of Directors. As president of the New Hampshire Education Association in the late 1970's, she sued the state, which then agreed to cover a deficit in the state employees' pension fund.

Coming from a state that ranks near the very bottom on teacher salaries, Jenis is concerned about the similarly small pension New Hampshire teachers receive. □

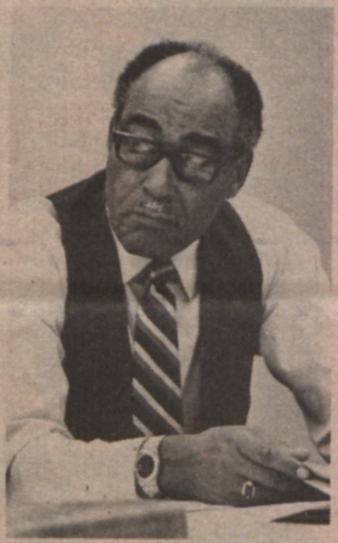
Fred Hipp

"I'd like to see NEA work with retired educators to become an even stronger advocate for retirement legislation, including social security, Medicare changes, and health benefits," says Frederick Hipp of Lawrenceville, N.J.

"Our major concerns for retired public school employees must be their economic protection and quality health care," he adds. He believes NEA must develop recognized expertise on issues that affect senior citizens, such as housing laws and nursing home standards.

Hipp retired three years ago after working 37 years for the New Jersey Education Association/NEA, nearly all of them as executive director. He taught high school in Ohio earlier in his education career.

Keeping active, Hipp now serves on New Jersey's Public Employee Relations Commission. □



Joseph Westbrook

Joseph Westbrook worked his way up from classroom teacher and athletic coach to area superintendent, retiring last September after 37 years with the Memphis, Tenn., city schools.

"I'd like to see NEA come out with viable retirement services that would benefit educators," he says. "I feel that is one way that all levels of educators can work together."

A long-time NEA activist, Westbrook was a member of the "Committee of 12" which developed NEA's constitution, adopted by the 1973 Representative Assembly.

He represented NEA on the National Council on Teacher Retirement and served on the NEA Teacher Rights Committee, as well as the Professional Rights and Responsibilities Commission which preceded it. He was president of the Tennessee Education Association in 1972. □

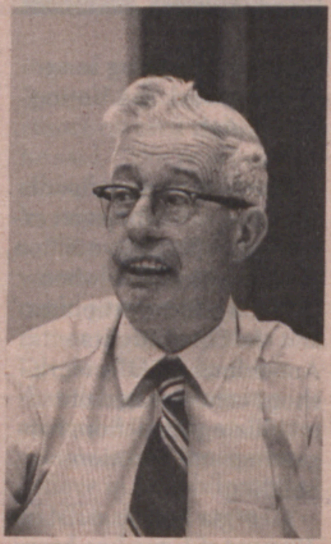
Jess Whitney

For 32 years Jess Whitney was a teacher and administrator in Big Sky Country. He served on the Montana State Teachers' Retirement Board, chairing it for four of his six years as a member.

His proudest achievements: changing the retirement system to allow teachers to be credited for the full amount of their salary, and spurring the board to build its own headquarters near the state capitol in Helena.

"After I retired, the day school started, I woke up, thought 'the bell's about to ring,' then rolled over and went back to sleep," says Whitney. "Teachers have three months off in the summer, so maybe we don't have as hard a time adjusting to retirement."

Since retiring in 1972, Whitney has traveled to Africa, China, and Tibet, while wintering in Arizona. □



Bob Van Houte

For 14 years, Robert Van Houte served as executive secretary of NEA-Alaska. He helped win passage of Alaska's teacher retirement law, the most progressive one in the nation: 20 years and out, regardless of age.

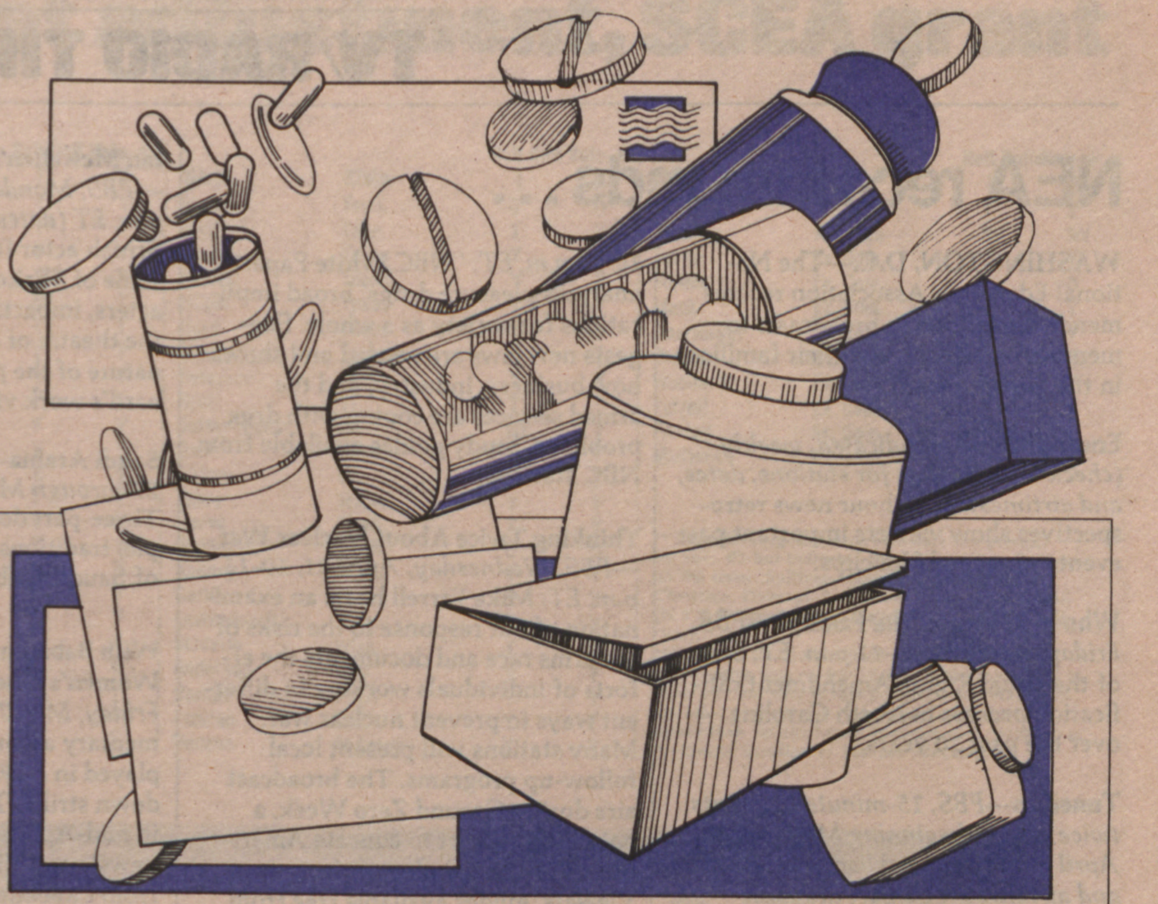
As a member of NEA's new retirement advisory committee, Van Houte hopes to "set up a program geared to meet the needs of retired teachers and other educational workers."

NEA should emphasize the special needs of retirees, "such as becoming efficient consumers with declining purchasing power, and obtaining medical insurance at a reasonable price," Van Houte believes.

In 1979, Van Houte retired to Oregon, where he had taught social studies for 13 years and had served as president of the Oregon Education Association. More recently, he was special consultant to NEA on serving retired members.

Van Houte co-chairs the Salem Gray Panthers and is active in the United Senior Steering Coalition of Oregon.

"Since my retirement, I work only 60 hours a week," laughs Van Houte. □



Drugstore bargains, mailbox convenience

WASHINGTON, D.C.—Do you regularly take prescription drugs? If you're not getting them from NEA's Prescription Service Program, you may be paying too much.

The program offers both brand name and generic drugs by mail at reduced prices to NEA active and retired members and their immediate families. Other drugstore items such as headache remedies, deodorants, cold and allergy medicines, and vitamins are also available.

NEA Prescription Service sells you products plus *service*. You will receive special instruction cards explaining how to avoid possible drug side effects. If you let the Prescription Service know your allergies, each of your orders will also be checked by computer for potential allergic reactions.

To protect you against the danger of combining certain medications, the Service keeps a record of everything you are taking and alerts you and your physician if a new prescription might cause a problem.

In addition, NEA Prescription Service sends you a year-end purchase report for tax purposes, as well as printed reorder cards to simplify refills.

If you would like further information on the 7,000 prescription and nonprescription items available at low cost, write to NEA Prescription Service Program, Teachers Services Center, 51 Monroe St., Suite 200, Rockville, MD 20850. □

Does politics plus seniority equal statesmanship—or just longevity?

WASHINGTON, D.C.—Many of our nation's top congressional leaders were born early in this century. Their firsthand memories of the Great Depression, the New Deal, and two world wars help shape their current political outlook.

Age is no barrier to serving in Congress: the 10 oldest U.S. senators range from 67 to 80, while the youngest (Don Nickles, an Oklahoma Republican) is 33. The oldest House member is 81-year-old Democrat Claude Pepper, who, appropriately enough, chairs the House Select Committee on Aging. The youngest representative is 28-year-old John LeBoutillier, a New York Republican.

The U.S. Constitution requires only that representatives be at least 25 years old and senators 30, setting no upper limits. The average age of senators in the 97th Congress is just over 52; average age in the House is 48.

Of the 20 oldest House and Senate members, a majority (six senators and eight representatives) are Democrats.

Only one (New Jersey's pipe-smoking GOP Rep. Millicent Fenwick) is a woman. But then, only two out of 100 Senators and 18 out of 435 House members are women.

President Ronald Reagan is 71; the nine justices on the U.S. Supreme Court range in age from 52 to 76. □

The 10 oldest U.S. Senators:

	Age
John C. Stennis (D-Miss.)	80
Jennings Randolph (D-W. Va.)	80
Strom Thurmond (R-S.C.)	79
S. I. Hayakawa (R-Calif.)	75
Quentin N. Burdick (D-N.Dak.)	73
Barry Goldwater (R-Ariz.)	73
Howard W. Cannon (D-Nev.)	70
Henry M. Jackson (D-Wash.)	69
Robert T. Stafford (R-Vt.)	68
Alan Cranston (D-Calif.)	67

The 10 oldest House members:

	Age
Claude Pepper (D-Fla.)	81
Melvin Price (D-Ill.)	77
Augustus F. Hawkins (D-Calif.)	75
Robert McClory (R-Ill.)	74
Clarence D. Long (D-Md.)	73
Peter W. Rodino, Jr. (D-N.J.)	72
George W. Crockett, Jr. (D-Mich.)	72
Sidney R. Yates (D-Ill.)	72
William H. Natcher (D-Ky.)	72
Millicent Fenwick (R-N.J.)	72

NEA seeks new law to protect pensions

WASHINGTON, D.C.—As builders, bankers, and state legislators cast covetous eyes on $225 million in public employee pension funds, NEA continues to lobby Congress for strong federal legislation to protect educators' retirement checks.

"Since 36 percent of the earnings of major public employee retirement systems comes from investments, we're concerned that these pension funds may be diverted to goals other than protecting their assets and earning the greatest yield for retired public workers," Linda Tarr-Whelan, director of NEA Government Relations, recently testified before a congressional committee.

NEA is backing legislation to establish a Public Employee Retirement Insurance Security Act (PERISA) that would provide safeguards for protecting public pension monies similar to those in the private sector under ERISA. As things stand now, the 50 states each have differing standards and reporting requirements for public pension funds.

PERISA would standardize pension terminology, establish minimum reporting requirements to the Secretary of Labor, and provide public disclosure of pension fund transactions. States that meet the minimum standards under the law would be excluded from PERISA oversight.

Allowing retirees to know what's happening within their retirement systems becomes particularly important in these days of tight money, when many investors would like to borrow mortgage capital at below-market interest rates from public pension funds—great for them but not for retired public employees.

As Tarr-Whelan told Congress, "In the eyes of teachers, a retirement plan is deferred payment for services rendered—no more and no less." □

TV/RADIO TIPS

NEA recommends . . .

WASHINGTON, D.C.—The National Education Association recommends the following broadcasts to members, students, and their families in the weeks ahead:

Encore News—*syndicated, weekly (check local listings for stations, dates, and airtimes).* Half-hour news retrospectives show viewers important past events via actual film clips.

Who Will Protect the Family?—*PBS, Friday, April 16, 10-11 p.m. ET.* Story of the Equal Rights Amendment ratification process in North Carolina over the past 10 years.

Tuned In—*PBS, 15-minute segments twice a week beginning Monday, April 19 (check local listings for dates and airtimes).* Ten-part dramatic series designed to develop critical TV viewing skills. Developed in collaboration with NEA; highly recommended for classroom viewing. Study guides have been mailed to all UniServ offices.

A Midsummer Night's Dream—*PBS, Monday, April 19, 8-11 p.m. ET.* Shakespeare's complex, comic story of love gone wildly awry in an enchanted forest.

Media Probes—*PBS, Tuesdays beginning April 20, 8-8:30 p.m. ET.* Eight-part series exploring the role of mass communications media in American culture.

Pleasure Drugs: The Great American High—*NBC-TV, Tuesday, April 20, 10-11 p.m. ET.* "NBC White Paper" analyzes pleasure drugs' broad implications for society as a whole. Suggests new laws are needed and shows how business, industry, and the armed services are coping with drug problems. Study guides available from NBC stations.

Thinking Twice About Nuclear War—*PBS, Wednesday, April 21, 10-11 p.m. ET.* Mike Farrell hosts an examination of our response to the risks of the arms race and documents the efforts of individuals working in different ways to prevent nuclear war. Many stations will present local follow-up programs. The broadcast airs during Ground Zero Week, a nationwide effort to educate Americans on the issue of nuclear war. Viewers' guides available free from Skye Pictures, 1460 Church Street, N.W., Washington, DC 20005.

A Woman Called Golda—*syndicated two-part, four-hour motion picture for television, Saturday and Sunday, April 24-25 (check local listings for stations and airtimes).* Ingrid Bergman stars as former Israeli Prime Minister Golda Meir, one of the 20th century's greatest women.

The National Crime and Violence Test: Rape and Assault—*syndicated, Sunday, April 25 (check local listings for station and airtime).* Dramatizations show how best to deal with an attempted rape or assault. Questions test viewers' knowledge and judgment.

Ian McKellen's "Acting Shakespeare"—*PBS, Monday, April 26, 9-10:30 p.m. ET (dates and times may vary).* British actor Ian McKellen interprets some of Shakespeare's greatest characters, imparting historical data on the theatre of the times, probing the nature of the plays, and bringing the bard's work vividly to life.

Saudi Arabia—*PBS, Tuesdays, April 27 through May 11, 8-9 p.m. ET.* Three-part documentary on the people, traditions, economy, and politics of Saudi Arabia.

With Babies and Banners: Story of the Women's Emergency Brigade—*PBS, Friday, May 7, 10-11 p.m. ET.* Documentary account of the role women played in a 1937 General Motors sitdown strike. Teachers' guide appears in mid-April issue of *NEA NOW* newsletter. Viewers' guides available from Educational TV and Film Center, 1747 Connecticut Ave., N.W., Washington, DC 20009.

Inside the Third Reich—*ABC-TV, Sunday, May 9, 8-11 p.m. ET and Monday, May 10, 9-11 p.m. ET.* Dramatization based on the memoirs of Albert Speer, Nazi minister of war production, who confessed personal responsibility for the Holocaust during the Nuremberg trials. Study guides available from ABC stations or Cultural Information Service, P.O. Box 92, New York, NY 10156.

Marco Polo—*NBC-TV, four-part, 10-hour mini-series set for mid-May (check local listings for dates and airtimes).* Dramatization of the exploits of the Venetian adventurer and merchant credited with beginning the age of exploration and the technological revolution. Study guides available from NBC stations.

Ingrid Bergman portrays the life of Golda Meir from her early days in Milwaukee through her career as Israeli prime minister, in two-part motion picture syndicated to many local TV stations April 24 and 25.

Troilus and Cressida—*PBS, Monday, May 17, 8-10 p.m. ET.* New production of Shakespeare's bitter comedy attacking the heroic myths of the Trojan War. The director manages to draw sly parallels with M*A*S*H.

Coming Out of the Ice—*CBS-TV, Sunday, May 23, 8-10 p.m. ET.* John Savage stars as Victor Herman, an American athlete who spent 45 years in the Soviet Union, 18 of them in Siberia where he was imprisoned and suffered brutality and starvation. Based on Herman's memoirs. ☐

IN BRIEF

Beware the new wave of teen romance novels

NEW YORK CITY—Four new series of preteen and teenage romance novels that students order from book lists distributed in schools would make good springboards for classroom discussions of sex role stereotyping.

Published by Scholastic, Bantam, and Simon and Schuster, books in the "Wildfire," "Sweet Dreams," "First Love," and "Wishing Star" series are all about high school girls meeting Mr. Right.

The messages they convey: good looks and the right clothes are a girl's most important attributes; if she's lucky, a young woman can walk off into the sunset with the *perfect* boyfriend and take no further responsibility for her life.

Minorities are either not featured at all, or else portrayed as superhuman beings.

After reading some of these novels, one New York parent telephoned NEA for suggestions on how to counteract their insidious sexual and racial messages. NEA then worked with the Council on Interracial Books for Children to publish a report for educators and parents, fully analyzing the novels.

The report points out that while educators should not behave like censors of student reading material, clearly they have a role to play as constructive critics of literature for children and youth.

The report is available for $3.50 from the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. Request CIBC *Bulletin*, volume 12, numbers 4 and 5. ☐

Calling all computer buffs

WASHINGTON, D.C.—NEA's National Foundation for the Improvement of Education (NFIE) is looking for NEA members with expertise in developing and evaluating computer courseware in various subject areas, to participate in possible future NFIE projects.

Interested? Please write to Jack Kleinmann, NFIE, Room 628, 1201 Sixteenth Street, N.W., Washington, DC 20036, outlining your training, experience, and relevant current activities. ☐

Energy education workshops available

WASHINGTON, D.C.—The U.S. Department of Energy is funding 54 workshops this summer and during the 1982-83 school year to help some 2,000 teachers at all levels increase their understanding of energy research and technologies.

Workshops will be held at universities and colleges in 40 states and Puerto Rico; most will last two weeks. The host institutions will select teachers to participate.

For information about the workshop nearest you and how to apply, write to Office of Energy Research, ER-44, Department of Energy, Washington, DC 20585. ☐

Ground Zero Week: April 18-25

WASHINGTON, D.C.—Concerned about the threat of nuclear war but prefer not to think about it? Take the time during Ground Zero Week, April 18-25, to learn what would happen if nuclear war were to break out.

Would you survive? Are there alternatives to nuclear holocaust? Ground Zero, an NEA-endorsed nonpartisan educational group, is urging Americans to discuss these questions with their friends and neighbors.

The term "ground zero" refers to the concentric territory nearest the center of a nuclear explosion where complete and utter destruction takes place.

Besides discussing the nuclear arms race and the chances of surviving a nuclear disaster, teachers might use Ground Zero Week to ponder with their students the relationship between America's military and education budgets. ☐

Board okays budget adjustment, SCEA grant

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the *NEA Reporter*. Two such votes were taken at the February 12-13, 1982, Board meeting.

Subjects of roll-call votes:
#1: To appropriate $72,000 from contingency funds for the purpose of a special grant to the South Carolina Education Association. (113 YES, 10 NOT VOTING, 5 ABSENT with one represented by an alternate director).
#2: To approve proposed budget adjustments in the amount of $1,400,000. (116 YES, 5 NO, 2 NOT VOTING, 5 ABSENT with one represented by an alternate director).

Key:
'Y'—voted in favor of the issue
'N'—voted in opposition to the issue
'NV'—vote not recorded on the issue
'O'—absent from meeting
'*'—alternate director
'**'—submitted a position or statement on the vote

Name	State	Roll Call Vote # 1	Roll Call Vote # 2
Cook	Ala.	Y	Y
Dotson	Ala.	Y	Y
McDanal	Ala.	Y	Y
Potter	Alaska	Y	NV
Beachem	Ariz.	Y	Y
Sayler	Ariz.	Y	Y
Johnson	Ark.	Y	Y
Curfman	Calif.	0	0
Estrellas	Calif.	Y	Y
Foglia	Calif.	Y	Y
Gooden *	Calif.	Y	Y
Hodgkins	Calif.	Y	Y
Kuiper	Calif.	Y	Y
Logue	Calif.	Y	Y
Shaw	Calif.	Y	Y
Vick	Calif.	Y	Y
Bradshaw	Colo.	Y	Y
Lansford	Colo.	Y	Y
Gagliardi	Conn.	Y	Y
McLean-Waller	Conn.	0	0
Testerman	Del.	Y	Y
Winter	D.C.	Y	Y
Scott	Fla.	Y	Y
Wilson	Fla.	Y	Y
Scott	Ga.	Y	Y
Wright	Ga.	Y	N
Elento	Hawaii	Y	Y
Hovey	Idaho	Y	Y
Barrow	Ill.	Y	Y
Fitch	Ill.	Y	Y
Mishler	Ill.	Y	Y
Miller	Ind.	Y	Y
Moudy	Ind.	Y	Y
Gilchrist	Iowa	Y	Y
Halliburton	Iowa	Y	Y
Lewis	Kans.	Y	Y
Steele	Kans.	Y	N
Harvey	Ky.	Y	Y
Morton	Ky.	Y	Y
Coleman	La.	Y	Y
Scott	La.	Y	Y
Sullivan **	Maine	NV	Y
Jones	Md.	Y	Y
Kuker-Kihl	Md.	Y	Y
Dunn **	Mass.	NV	Y
Gilmore	Mass.	Y	Y
Johnson-Taylor	Mass.	Y	Y
LaPlante	Mass.	Y	Y
Christian **	Mich.	NV	Y
Davenport **	Mich.	NV	Y
Smith	Mich.	Y	Y
Speicher **	Mich.	NV	Y
Zook	Mich.	Y	Y
Bauermeister	Minn.	Y	Y
Etter	Minn.	Y	Y
Holman	Minn.	Y	Y
Bradley	Miss.	Y	Y
Austin	Mo.	Y	Y
Johnson	Mont.	Y	Y
Kaldahl	Nebr.	Y	Y
Anderson	Nev.	Y	Y
Jenis	N.H.	Y	Y
Gibson	N.J.	Y	Y
Goldman **	N.J.	Y	N
Graham	N.J.	Y	Y
Parish	N.J.	Y	Y
Walters	N.J.	Y	Y
Eachus	N.Mex.	Y	Y
Cleveland **	N.Y.	NV	Y
Washington	N.Y.	Y	Y
Cummings	N.C.	Y	Y
Rader	N.C.	Y	Y
Wilson	N.C.	Y	Y
Gallagher	N.Dak.	Y	Y
Abel	Ohio	Y	N
Dorsey **	Ohio	NV	Y
Potts	Ohio	Y	Y
Rudd	Ohio	Y	Y
Savage	Ohio	Y	Y
House	Okla.	Y	Y
Jewell	Okla.	Y	Y
Lawrence	Ore.	Y	Y
Lee	Ore.	Y	Y
Mosher	OV	Y	Y
Farr	Pa.	Y	Y
Huntley	Pa.	Y	Y
Mechlowitz	Pa.	Y	Y
Mitchell	Pa.	Y	Y
Wyland	Pa.	Y	Y
del Valle	P.R.	Y	Y
Mello**	R.I.	NV	Y
Cooper	S.C.	Y	Y
Horgen	S.Dak.	Y	Y
Akers	Tenn.	Y	Y
Martin	Tenn.	0	0
Pike	Tenn.	Y	Y
Foster	Texas	Y	Y
Harrell	Texas	Y	Y
Hilger	Texas	Y	Y
Hunt	Texas	Y	Y
Stacey	Texas	Y	Y
Peterson	Utah	Y	Y
Scott	Vt.	Y	Y
Coffey-Hines**	Va.	NV	Y
Gant	Va.	Y	Y
Nelson	Va.	Y	Y
Amos	Wash.	Y	Y
Horne	Wash.	Y	Y
Wahlquist	Wash.	0	0
Keeney	W.Va.	Y	Y
Carlin	Wisc.	Y	Y
Lewandowski	Wisc.	Y	Y
Schleife	Wisc.	Y	Y
Anderson	Wyo.	Y	Y
Bernat	SNEA	Y	Y
Duncan	SNEA	Y	Y
Benson	At Large	Y	Y
Sproul	At Large	Y	Y
Treibley	At Large	NV	NV
Burse	Ex. Com.	Y	Y
Fujimori	Ex. Com.	0	0
Mack	Ex. Com.	Y	Y
Obermeyer	Ex. Com.	Y	Y
Owens	Ex. Com.	Y	N
Woodard	Ex. Com.	Y	Y
Futrell	Ex. Com.	Y	Y
Freitag	Ex. Com.	Y	Y
McGuire	Ex. Com.	Y	Y

**The following nine directors were not present for vote #1 but indicated their affirmative positions on the issue: Sullivan (Maine); Dunn (Mass.); Christian, Davenport, Speicher (Mich.); Cleveland (N.Y.); Dorsey (Ohio); Mello (R.I.); Coffey-Hines (Va.).
**Goldman (N.J.) submitted this statement about his negative vote on #2: "I would like the record to show my 'no' vote is cast because I feel that there are other areas of the budget that could be cut rather than cut the Media Program (e.g., $239,000 in Profiles of Excellence: Teacher Education)."

NEA*GRAM NEA*GRAM

Attention NEA Members (STOP)
NEA In-Hospital Benefit Plan Improved (STOP)
Now Pays Up To $120 Per Day (STOP)
Compare Our Benefits (STOP)

BENEFITS	BEFORE	NOW
DAILY AMOUNTS	$40, $60, $80	$40, $60, $80, $100, $120
MAXIMUM PAYABLE	for 365 days or $29,200	for 500 days or $60,000
for PREGNANCY	excluded	payable for 500 days
for INTENSIVE CARE	pays double for 7 days	pays double for 15 days
for CONVALESCENCE	pays 50% for 30 days	pays 50% for 60 days
for CANCER	pays double under age 65	pays double under age 65

Skyrocketing hospitalization costs may be old news, but your Association-sponsored plan is something else. Newly improved, it's specifically designed to help pay those extra expenses associated with hospitalization. The NEA In-Hospital Benefit Plan provides cost-of-living coverage. Benefits are paid *in addition* to those from any other health insurance. (However, coordination of benefits may reduce payments from other plans.) Your NEA In-Hospital Benefit Plan pays you directly. You can use the money to pay *any* expense, medical or otherwise, including transportation costs, child day care, hotels/motels, phone calls, food . . . it's your decision!

Acceptance guaranteed...
As an NEA member under age 65, you are eligible—regardless of health! You can insure your spouse and dependent children under the Plan's attractive group rates, too. All you do is enroll!

And after 65...
Your coverage under the NEA In-Hospital Benefit Plan automatically converts to a special Medicare Supplement Plan. Even if you don't have Medicare, this plan will pay benefits for non-covered expenses. In addition, coverage for your spouse and children will convert to $40 and $20 per day respectively.

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R 4-82
William M. Mercer, Inc.
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222 South Riverside Plaza
Chicago, Illinois 60606

Please send me more information on my Association-sponsored in-hospital plan.

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Address: ____________________
City: ____________________
State: ____________ Zip: ____________

The homeowners policy with an education.

Everyone needs to protect their home and its contents from destruction and theft. But like most teachers, you probably use personal possessions in the classroom, too, and that's a special risk most people don't have to face. To be fully protected, you need a homeowners policy which covers your personal property not only at home but in school as well. And that added protection is now available with your Association's Homeowners Insurance Plan.

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- *Merit reducing deductible*—If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible until such time as a loss is paid.
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- *Mortgage disaster endorsement*—With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Remember, it's the replacement cost that counts!

If you haven't increased your homeowner's coverage for some time, chances are you're underinsured. And with the dramatic increase in repair and rebuilding expenses, upgrading your insurance to *market value* would still be inadequate protection for your home in today's world. To receive full benefits under your policy, without depreciation, your home should be insured to its *replacement cost* (the actual cost to rebuild your home).

Our special inflation guard feature can assure adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases that allow for increasing replacement costs based on local inflation figures. Or use our free Homeowners Evaluator and calculate the increases yourself. Either way, you won't get caught in the middle with a homeowners policy insufficient to replace your home at today's costs.

These features are not available in all states and deductibles may vary.

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- ☐ A free Homeowners Evaluator
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- ☐ My Association's consumer guide on Homeowners Insurance
- ☐ Please have a Horace Mann Representative contact me.

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My Homeowners Policy expires: ______________________

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NEA REPORTER

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NEA GRASSROOTS TELLS CONGRESS 'NO MORE CUTS'

See page 4

ALSO IN THIS ISSUE:

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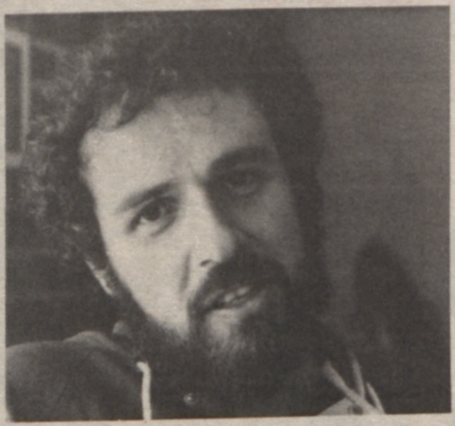
YOUR TURN

'The trouble is I love to teach'

by James D. Starkey



James Starkey has been an NEA member for 10 years and a teacher of language arts at Green Mountain High School in Lakewood, Colo., for eight years. An active member of the Jefferson County Education Association, he is a regular editorial contributor to the JCEA Insight.

We have a friendly rivalry with our friends Michael and Barbara. We all graduated from college at approximately the same time. We got married within a month of each other. We had our first baby girls in the same year. We bought our first house a month before they did, and Michael and I take turns beating each other at tennis.

Lately our rivalry has been growing in intensity. Michael and Barbara just bought a new house at Acres Green, just this side of Castle Rock. The house is only four years old and one of those tri-level numbers with three bedrooms over the garage and a family room on a lower level behind the garage.

It is a very popular model. It has a formal living room and dining room just right for roping off, and I noticed that they already have their Toro lawnmower hanging on a wooden peg next to the automatic timer for the sprinkler system. I have this uneasy feeling that Michael, an accountant, is getting the upper hand in our friendly rivalry.

He goes to work in a coat and tie and goes out to lunch every day. Just last month he was given an impressive promotion, and there is even talk of his being transferred to Colorado Springs as kind of a step toward upper management.

I am happy for Michael and Barbara and wish for them every success. At the same time, I can't help feeling a little depressed about my own prospects. In fact, the week after I helped them move in, I found myself thumbing through law school catalogues trying to assess if there might be any way I could make it. There isn't.

The trouble is I love to teach. Being in front of a classroom is my favorite thing to do. All right, it is my second favorite thing to do. Very rarely do I spend a day at school where something genuinely warm, or moving, or at least ego-gratifying doesn't happen to me. I've been teaching for about 10 years and still get excited about going back to school at the end of vacations, and I've just noticed that I still call my job "school" and not "work"!

But I don't see any progress, and that is precisely what is bothering me when I look at my friends and their new house and promotion and daily luncheons.

Michael is a more important member of his company now than he was 10 years ago. I don't think I can say that about myself. Ten years ago I was a classroom teacher. Today I am a classroom teacher. I am a much better classroom teacher, but a classroom teacher nonetheless.

I am angry that there is something in the organizational structure of my profession that makes me feel bad about being something I love to be. I am angry that the only way I can progress is to get out of the classroom and into administration—but then I wouldn't be able to do the very thing I love, which is to teach. The catch-22 element of all this would be exciting if it weren't so depressing.

I remember always doing the fun things associated with teaching when I was playing school with Cheri Quick on my back porch in Estes Park. I pointed out major rivers on my globe. I made my students copy down sentences I had written on the blackboard my mother gave me in an ill-concealed effort to spur me into this noble calling. I made Cheri stay after school on a regular basis (that girl had no discipline).

I don't remember playing administrator. I have no recollection of sitting behind my desk dreaming up a new attendance policy. I don't remember ever pulling hall duty, or checking my watch to make sure I put in my full eight hours. I'm sure I was never on the lookout for the tell-tale signs of drug use. I didn't know the meaning of discretion, so I didn't have to worry about exercising it. Playing school used to be a lot of fun.

More than cost-of-living raises or dental plans or intelligent maternity leaves or additional steps to the salary schedule, I want to be treated like a professional with 10 years of invaluable experience under my belt. I want to be able to determine things like curriculum and schedules and the way I choose to take attendance without having to first retire from the classroom in order to earn the privilege of controlling what happens in the classroom.

Well, I feel better now that I've gotten that out of my system. I've got to wrap this thing up. I've got hall duty in 15 minutes. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Those 'vote fraud' convictions

Is this America? Could this happen in the United States? I'm referring to the jail sentences of Alabama's Maggie Bozeman and Julia Wilder [April-May *Reporter*].

I thought all citizens 18 years or older had the right to vote in this country. Did they need so many deputies to take the two "hardened criminals" to prison?

I hope Maggie gets her teaching position back. I will also stay out of Pickens County, Ala.

Merlyn D. Rabe
Beloit, Wisconsin

Cuts in federal aid

Your [March] cover is absolutely ridiculous. To claim that budget cuts make for less progress is a slap in the face to all quality teachers. Just whose side are you on? *I* make my classroom work! My efforts make me proud of the progress my students are making! Because of my efforts my students will continue to make progress in spite of cutbacks.

I wish President Reagan would visit my classroom and the classrooms of thousands of other teachers who are proud of the job they are doing and of their heavily criticized profession. Money doesn't make my classroom a good place for students, I do!

Ray Brown
Hendricks, Minnesota

P.S. Someone is going to write a response to this letter saying, "Try operating without money." *Totally* without funds to purchase *needed* materials is wrong. To cut back on "frill" materials to save a teacher can be done. We're doing it—and with success.

Although I agree that federal spending has got out of hand and needs some trimming, I fail to understand why Defense is given a key to the federal treasury while Education is thrown a smaller and smaller crust every year.

A government that can spend millions to try to "stop Communism" in El Salvador . . . can surely afford to provide Title I aid to the "truly needy" children who deserve it.

Freddy Dellinger
North Wilkesboro, North Carolina

How ironic it is that President Reagan was elected by a clear majority on his campaign to get big government off our backs. Now the cry is "Cut the other guy. Don't cut me."

Where does the government get the money? From the people. Someone once said federal aid is like a blood transfusion: taking a quart out of one arm and putting it in the other while spilling a pint in the process.

Charles A. Nilson
Seymour, Connecticut

Federal tax dollars are not the answer to the problems of public education, and massive NEA lobbying efforts to halt budget cuts at the federal level are not in the best interests of the profession.

The issues that are of paramount concern to most teachers, such as salaries and class size, need a sound economy. To help achieve that, federal spending must be cut . . . in all areas.

NEA leadership, wake up to the fact that thousands of my members do not agree with your current political stance.

Theodore G. Hiemstra
Everett, Washington

The word is WRECKONOMICS.

Beatrice C. Boyles
Wilmington, Delaware

A nationwide umbrella

I am president of the Killingly Education Association in northeast Connecticut. Recently one of our members was visiting in another state. A situation arose in which our member felt the necessity to contact the legal services department of the Georgia Association of Educators.

I was very impressed to learn of the quick and courteous service our member received. The GAE was willing to assist an out-of-state NEA member in any way possible.

It is reassuring to know there is a willingness to assist and an open-door policy as part of the operating procedures of sister organizations across our country. It is comforting to know we can receive assistance anywhere in the United States simply by picking up the telephone.

Myles S. Cohen
Killingly, Connecticut

Teacher job swaps

We are very interested in seeing the list of teachers wanting to exchange teaching positions [March *Reporter*]. What a wonderful idea! We were excited to know the NEA is doing something to help teachers fight burnout and/or learn from a new environment.

Thanks a million!

Ann and *Don Heiman*
Sterling, Colorado

NEA REPORTER

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1983 federal budget: to be or not to be?

WASHINGTON, D.C.—Will there be a 1983 federal budget? Depending on whom you ask, the answers are yes, no, and maybe.

The budget-setting process is threatening to come apart at the seams, as the President and Congress battle over key budget items, among them defense spending, the amount of the President's scheduled third-year tax cut, and further cuts in various domestic programs, including education and Social Security.

The budget deadlock was broken somewhat in early May when the Republican-controlled Senate Budget Committee voted for a compromise budget that would cut spending and increase taxes by $77 billion. Forty billion dollars would come from unspecified cuts in Social Security over the next three years.

If the Senate proposal goes through, federal education spending would be reduced by $1 billion, to $11.6 billion —about $4 billion less than the 1981 level. NEA will seek more funding via Senate floor amendments.

As we go to press the House Budget Committee is just beginning its own deliberations.

Meanwhile NEA has gone on the offensive to convince Congress that the budget process must be made to work, in order to avoid another continuing resolution. Such stop-gap measures—passed in lieu of regular appropriations bills—have sharply reduced education spending the past two years.

Working with key committees, and aided by extensive grassroots lobbying, NEA is pressing hard for an end to the budget impasse and an increase in education funding to at least the 1981 level of $15.6 billion. □

"President Reagan would cut federal support for proven, successful education programs at a time when states and localities are least able to pick up the slack," NEA Secretary-Treasurer Mary Hatwood Futrell points out in May testimony before Senate appropriations subcommittee. "NEA rejects the President's proposed education budget and is ready and willing to work with the Congress to develop alternatives truly aimed at keeping American public education the best in the world."

Reject tuition tax credits, NEA urges Congress

WASHINGTON, D.C.—Income tax credits for parents who pay private or parochial school tuition are becoming the hottest educational issue in the 97th Congress.

Unlike 1978, when tuition tax credits came quite close to passage on Capitol Hill, this time they have the support of the White House. In the Reagan Administration's continuing efforts to reverse the federal government's role in supporting public schools, tuition tax credits represent the third or "payoff" stage.

First came attacks on the Department of Education, then massive cuts in federal funding of public school programs. Now the final step is to take the money being withheld from those programs and use it instead to pay parents to abandon the public schools.

After a two-year phase-in, the Administration's tax credit plan would reimburse parents for half their tuition bills for children in kindergarten through high school, up to a limit of $500 per pupil per year.

"We have no quarrel with America's private or parochial schools," stresses NEA President Willard McGuire. "It's simply not the federal government's place to help finance them. When federal aid amounts to less than $130 per child per year at the tuition-free public schools that are open to all, why should schools that are able to select their own student bodies get a federal subsidy of $500 per child?"

At press time Association lobbyists were identifying the members of Congress who remain undecided on tuition tax credits and who are up for reelection this fall. This key bloc of lawmakers will be the target of a massive NEA lobbying effort that will include personal contacts on Capitol Hill, radio spots in their home districts, and telephone calls and letters to their offices back home as well as in Washington.

Meanwhile, on other fronts:

Stopping the Administration's plans to subsidize private schools will be top priority among NEA's many lobbying efforts this summer.

School prayer
Proposals for a constitutional amendment to permit prayer in public schools were endorsed by the President in May.

NEA will oppose such an amendment as a violation of the time-honored principle of separation of church and state.

Education of the handicapped
The Reagan Administration has targeted for deregulation some 20 areas of P.L. 94-142, the Education for All Handicapped Children Act, and is proposing amendments that would substantially weaken the statute and reduce its funding.

NEA will be working to ensure the continued funding and effectiveness of this landmark 1975 law.

Education Department
The Senate voted recently to keep overseas schools in the Department of Defense, rather than transferring them to the Education Department as scheduled by May 1983. The Administration's much-talked-of plan to demote the Education Department to a "Foundation for Educational Assistance" has not yet been submitted to Congress, where there seems to be little support.

NEA will attempt to reverse the Senate's overseas schools transfer measure when it comes before a House-Senate conference committee and will gear up a drive to keep education's seat in the cabinet should legislation to eliminate the Department ever surface.

GI bill
A new GI bill now before the House Committee on Armed Services would offer high school graduates $200 a month in education benefits for a three-year enlistment and would allow up to $400 a month in additional benefits for persons in critical skill areas. The Administration opposes any new benefit.

NEA supports increased GI education benefits as important to economic growth and recovery.

Voting Rights Act
The House approved extension of the Act last October, but progress has been much slower in the Senate, where opponents have sought to water down enforcement powers under the law. The Senate Judiciary Committee finally approved a compromise version in early May.

NEA views this bill as better than the Senate's original proposal and will press for passage by the full Senate.

Busing
As we go to press, a bill introduced by Rep. Ron Mottl (D-Ohio) limiting court jurisdiction over busing for school desegregation is soon to reach the House floor. A Senate measure—the Helms-Johnston amendment—would restrict bus trips to not more than five miles or 15 minutes.

NEA has lobbied extensively against the amendment and continues to work with civil rights groups to oppose all such anti-busing bills.

Child nutrition
The Agriculture Department has published new school lunch regulations that extend to elementary schools the option of "offer versus serve." Designed to reduce plate waste, this allows students to choose as few as three of the required menu items while the school continues to receive full federal reimbursement.

The House Education and Labor Committee has voted to boost funding for child nutrition programs, but the Senate Budget Committee has recommended a freeze on the reimbursement rates, which would effectively cut $300 million from school lunch and breakfast programs next year.

NEA sought and won the proposed school lunch regulation changes and the House action recommending increased funds for child nutrition. It opposes the Senate freeze.

Impact aid
Under the Administration's budget proposal, aid to federally impacted school districts would be cut to $287 million—nearly $300 million lower than the 1981 level. Attempts are also under way to transfer this popular program from the Education Department to the Department of Defense.

Recently 35 NEA congressional contact team members from districts that rely heavily on impact aid lobbied House members against these two threats. NEA supports increased impact aid administered by the Education Department, citing past problems with the Defense Department's handling of the much smaller education programs it already administers.

Job training
Bills to replace the Comprehensive Employment and Training Act (CETA), which expires this fall, are under consideration. H.R. 5320—the $6 billion House measure—would designate cities and counties as "prime sponsors" to run a variety of federally funded programs, including training for 16- to 20-year-olds and summer work experiences for persons 14 to 21.

NEA has testified and is working closely with congressional committee members and staff to enact job training legislation that ensures a prime role for public schools and teachers. The House bill meets NEA's key criteria. □

To the 'Hill'... ...and back

NEA congressional contact team member Jan Nicolay urges federal support for public education

WASHINGTON, D.C.—One day this spring, the grassroots came to call on Capitol Hill. More than 250 NEA congressional contact team members from across the country delivered a message to every member of the U.S. Senate and to key members of the House: Don't cut federal aid to education.

Jan Nicolay is a contact team member from Sioux Falls, S. Dak. An English and speech teacher at Washington High School, she is also president of the Sioux Falls Education Association.

On this, her third trip to Washington as a teacher-lobbyist, the nervousness and insecurity of her first visit are gone, replaced by a sense of urgency over the Reagan Administration's assault on public education.

"Public education is the most basic necessity in a free society," says Nicolay, "but President Reagan has really gone after it, along with human service programs. His proposals to give tuition tax credits to those who choose *private* schools would cost millions more than the amount of federal aid to *public* education. That disturbs me—and it would disturb me even if I weren't an educator."

On her visits to the offices of her two senators—Larry Pressler and James Abdnor—and one of two South Dakota House members—Tom Daschle—Nicolay carries with her an NEA computer printout showing exactly

South Dakota teacher Jan Nicolay discusses proposed cuts in federal aid to schools with Rep. Tom Daschle.

what President Reagan's 1983 budget proposals would do to education in South Dakota.

She does not like what those figures reveal: the loss of $6.3 million in impact aid, $3.1 million in Title I monies, and $1.7 million in aid to handicapped, vocational, and adult education (compared to 1981 levels).

The 20-year teaching veteran sees data as the key to effective lobbying. "A little inaccurate information," Nicolay says, "can wreck your credibility."

She and her colleagues—South Dakota Education Association Executive Director Bill Sundermeyer, President Dianna Miller, Vice President Dave Dangel, and Meade Education Association member Francie Ruebel—make their first Capitol Hill stop at the office of Representative Tom Daschle to confirm an evening meeting.

Then it's on to Senator Pressler's office. There an aide, in response to contact team probing, reveals Pressler is leaning toward support for tuition tax credits for higher education. But like other Republican senators, he's also taking a look at possible defense cuts in the 1983 budget.

Because of other commitments the meeting with Pressler lasts just five minutes, most of which goes for a photo session with the senator and the NEA team members, arranged by the Senator's press photographer.

Next comes a visit with Senator Abdnor. This half-hour discussion is wide ranging, running from budget deliberations ("you're more informed than we are sometimes," the senator says) to drugs in schools. Team members point out that student alcohol abuse is just as much a problem as drug abuse.

Abdnor then predicts that efforts to dismantle the Department of Education are dead this year. With that, the senator responds to a loud buzzer calling him off to a floor vote.

Politics dominates the dinner meeting with Rep. Daschle. As a result of redistricting, two incumbent members of Congress—Democrat Daschle and Republican Clint Roberts—will be pitted against each other in November.

Daschle, who had a perfect voting record on NEA issues in the first session of the 97th Congress and who also backs NEA's positions on ERA, tuition tax credits, collective bargaining, and the Department of Education, has won the 1982 endorsement of NEA-PAC and SD-EPIC.

"I don't think Congress is going to blindly follow Reagan anymore," says Jan Nicolay, a Republican. "They're starting to question what he's up to."

He reiterates for Nicolay and the other team members his support of the Association's key concerns.

The next morning Nicolay reflects on her Hill visits.

"These trips don't often change a politican's mind," she notes, "but at least they know where we stand. And along with regular mail and phone calls plus visits to their home offices, they're another way we can keep our issues before them."

Nicolay's experience in advocating the cause of public education has motivated her to run in the June primary for a seat in the South Dakota House of Representatives—her first try at public office.

Nicolay and the other contact team members will be watching closely as this year's elections bring members of Congress—and their voting records—back home to the grassroots.

That's where the votes are. And that's why the work of contact team members—and of *all* NEA members—in lobbying their representatives back home is so crucial in the battle to save public education. □

Back home, Jan Nicolay briefs members of the Sioux Falls Education Association on her lobbying efforts in Washington.

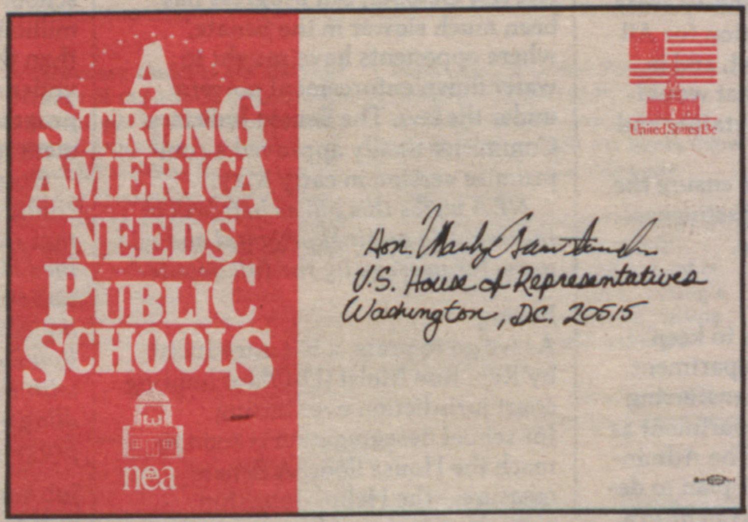
NEA launches lobby-by-mail drive

WASHINGTON, D.C.—As the House of Representatives neared its first major vote on the 1983 federal budget last month, postcards from thousands of Association members poured in to all 435 House members urging support for federal aid to public education.

NEA's congressional contact teams and state Associations spearheaded the mail drive by distributing some 100,000 postcards to Association members. But this massive mail effort doesn't end there.

The contact teams are also asking NEA members to authorize their national organization to send Congress pro-education messages in their names over the summer, on issues selected by the members themselves—budget cuts, tuition tax credits, survival of the Department of Education, and others.

"This preauthorization program is designed to supplement, not replace individual postcard and letter writing," explains NEA Government Relations Director Linda



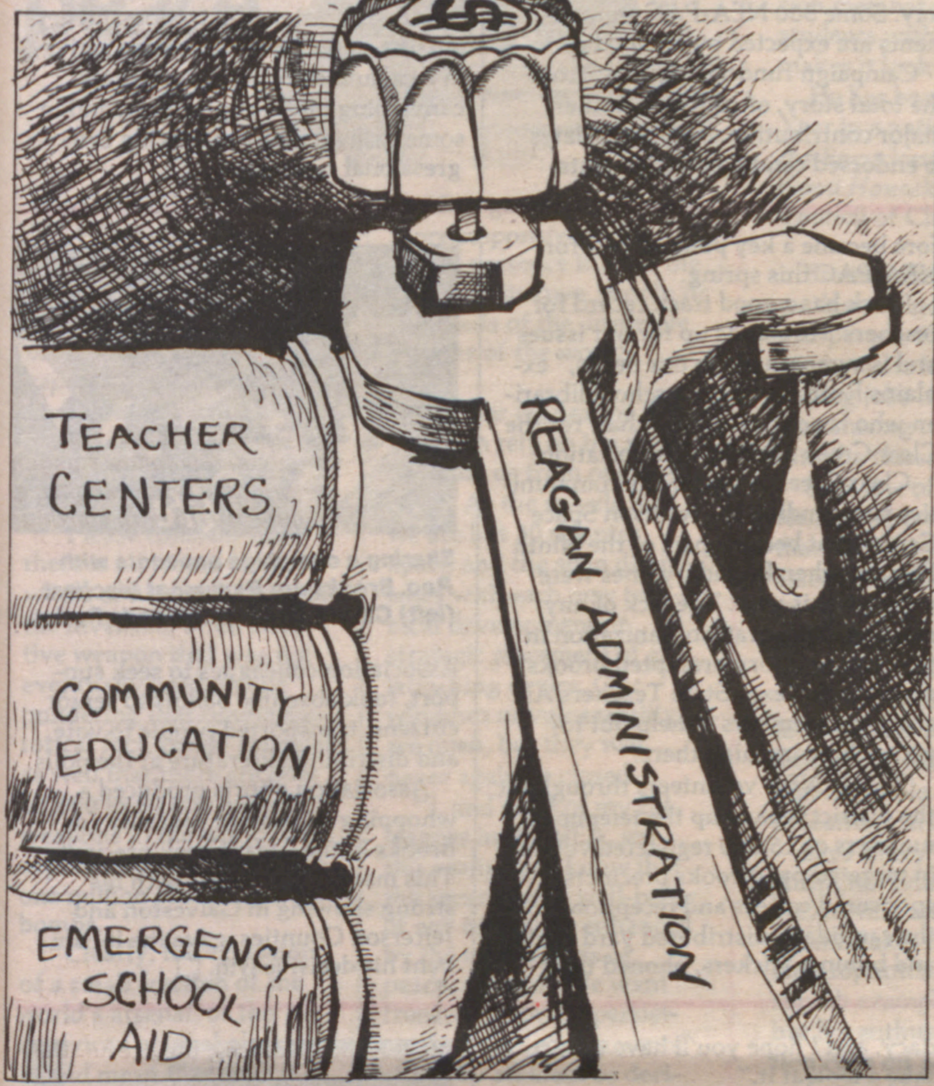
Tarr-Whelan, "and it will help us solve a growing problem."

Congress sets budget targets in the spring, Tarr-Whelan explains, but budget authorizations are voted on during the summer months when schools are closed, making it difficult to mount strong issue-oriented mail barrages.

"Preauthorization gives us the ability to respond quickly and in strength at any time legislation comes up in Congress," says Tarr-Whelan. "It's another tool in our efforts to defend public education from the current assault."

You can participate in the preauthorization drive by contacting your congressional contact team member, UniServ director, or local Association president, or by writing directly to NEA Government Relations at 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Block grants may spell doom for many school programs



WASHINGTON, D.C.—The new education block grants, folding nearly 30 federal school aid programs into a single package, take effect October 1.

Right now's the time, however, for Association members to start making sure that public education doesn't get further shortchanged under the new minimal federal regulations governing the grants.

Conceived by the Reagan Administration as a way to "get government off our backs," the block grant approach is little more than a thinly veiled attempt to further shrink the federal role in public education. Total funding for the formerly separate programs has been chopped to $432 million for the coming school year—nearly 50 percent below 1980 levels.

While proposed as an "interim" measure, the block grant concept may well signal the end of federal aid for many critical programs, as state and local education agencies become free to pick and choose which of the programs to fund with their scarce federal dollars.

Teacher centers, community education, and emergency school aid are among the programs that will now have to compete against each other for block grant money.

Although federal guidelines for the block grants are sketchy, they do make specific provisions for services to children in private schools—while offering no protections or guarantees for public school students.

Filing official comments with the Department of Education in April, NEA criticized this discrepancy and many other obvious shortcomings in the regs, pointing out that there is no evidence to suggest that students will be any better served by consolidating programs.

Eighty percent of each state's block grant funds will be distributed locally on the basis of enrollment in public and private schools. The remainder will be retained by the states for administration and other projects.

Overseeing each state's grants will be an advisory committee appointed by the governor. Because of the committee's advisory status, there is no assurance that the concerns of teachers, parents, or students will be met, but it is important that all three at least be represented.

"The advisory groups will set distribution formulas for local education agencies to follow," notes NEA's Federal Agency Relations Manager Warlene Gary, "and will determine how the state block grant funds will be used. We must ensure equal opportunity for all children in this process."

Beyond assuring teacher participation on the state advisory committee, NEA affiliates will need to maintain contact with the governor's office and those assigned to administer each state's block grant. Locally and on the state level, NEA members will need to monitor the education agencies that will actually be applying for and spending block grant money. □

Teacher centers face struggle to survive

WASHINGTON, D.C.—Since 1976, federal money has been available to establish teacher centers around the country.

The most popular and effective new idea in continuing education to come along in decades, teacher centers are designed and run by teachers to improve their instructional skills and to develop curricula addressing the special needs of their students.

After July 1, however, teacher centers face an uncertain future. They and almost 30 other education programs that formerly got their own guaranteed federal dollars will be consolidated and forced to compete at state and local levels for the new education "block grants" from Washington *(see story above)*.

It will be up to state and local education agencies to decide how large a slice, if any, of their new smaller block grant pie to give to teacher centers.

Anticipating sharp drops in funding, local policy boards that have run the federally funded centers are now working to find new financial resources to keep on operating. For example:

► New Hampshire's first teacher center, in Manchester, is regionalizing its services. Beginning in September, the center will serve teachers in 15 school districts, charging each district an annual fee. In addition, the center will start charging teachers for programs and workshops.

The center's survival plan also calls for building coalitions with business and industry. "Our area is highly technological," explains policy board member Donna Murphy, a classroom teacher. "With financial support from business and industry, the center can train teachers to help students become competent in data processing and computer fields."

► The Santa Clara County, Calif., teacher center plans to publish and sell teacher-created instructional materials. Now serving 30 school districts, the center will charge new districts an entry fee and will also begin charging for staff consultant time.

"While the Santa Clara County Office of Education has agreed to provide some funds and space for the center, it is up to us to tap other sources," says policy board chair Pat Barnes. "We are confident that through intensive efforts we'll get some funds from the state and the private sector."

► Dover, Del., teachers are working through the state legislature. They hope either to obtain one-year funding legislation for their teacher center or else to make it a regular part of the local school budget.

The teacher center: a place to sharpen skills and share classroom strategies.

► The Arkansas Education Association is helping teacher centers in Hot Springs and Texarkana to push for state and local funding. AEA helped the two centers organize teachers, parents, and administrators who petitioned the governor to provide funds for the centers. There is no word yet on the governor's decision, but state legislators have pledged their support.

Meanwhile, the local board of education has voted unanimously to keep the Hot Springs teacher center alive. Reports Bill Nipper, director of the center, "We lost some resources—several staff people, for example. But we met our most important objective: our doors will remain open."

In the rush to find alternative strategies for teacher center funding, "don't overlook the block grant process itself," advises NEA/IPD Director Sharon Robinson. "When lobbying to get scarce federal block grant funds allocated to teacher centers, teachers can bolster their case by focusing on their centers' successes—in staff development, new teacher resources, and continuing education innovations.

"The whole NEA network—including state Association IPD staff, lobbyists, IPD committees, and UniServ staff—continues to support teacher centers," Robinson adds. "This kind of support does not depend on outside funds." □

ELECTIONS 1982

Associations take sides in congressional races

WASHINGTON, D.C.—Association members around the country have contributed over $500,000 so far to NEA's political war chest for the 1982 congressional elections.

California tops the nation in total NEA-PAC contributions, at $60,112. States leading in average contributions per member are Wyoming, Alaska, Hawaii, Washington, and Alabama.

NEA-PAC funds are used to help elect friends of public education to federal office. NEA-PAC's bipartisan endorsement process, involving thorough interviews of candidates and requiring concurrence by both state and national affiliates, is still under way. Some 300 NEA-PAC endorsements are expected by November.

Campaign fundraising is far from the total story, of course. Another major contribution of NEA affiliates to endorsed candidates is the nuts-and-bolts campaign work of thousands of politically skilled Association members.

As the 1982 races begin to heat up, teachers and other NEA member volunteers from coast to coast are conducting voter registration and get-out-the-vote drives, becoming active in local and state party structures, canvassing targeted precincts, and in some cases actually managing congressional campaigns. □

IN TEXAS

TSTA/NEA goes all out for a longtime friend

BEAUMONT—Association members on Texas' booming southeast Gulf Coast put their all into Rep. Jack Brooks' successful battle to win the Democratic primary here May 1 over four conservative challengers.

Efforts of activists like Beaumont CTA President-Elect Charles Finnell were key to Brooks' first-ballot win.

Paying tribute to teachers' key role, Brooks saluted the "literally thousands of hours of volunteer work by classroom teachers who brought enthusiasm, energy, and dedication" to his campaign.

Brooks has represented Texas' Ninth Congressional District since 1952. He now chairs the House Government Operations Committee, through which any plan to dismantle the cabinet-level U.S. Department of Education would have to pass. His tough battle for renomination therefore became a key political test for NEA-PAC this spring.

"Jack has a good track record for teachers. He stands up for our issues and is sympathetic to our needs," explains Ruth Dowling, a school librarian who is political action chair for the Clear Creek Educators Association.

Clear Creek is one of the communities surrounding the Johnson Space Center that became part of the Ninth District when boundary lines were redrawn this year. The lack of any existing Democratic organization in this new territory prompted Brooks' staff to ask Texas State Teachers Association members to help put together his campaign there.

TSTA/NEA volunteers throughout the district looked up the telephone numbers of 15,000 registered voters in targeted pro-Brooks precincts, sponsored coffees and receptions for the candidate, distributed yard signs and bumper stickers, phoned their

Sharing a campaign anecdote with Rep. Brooks are Beaumont teachers (left) Carole Smith and Wanda Parks.

Association colleagues to seek support, took absentee ballots to senior citizens, transported people to vote, and distributed literature at the polls.

Association efforts produced a whopping 66 percent plurality for Brooks in the Clear Creek precincts. This margin, combined with his strong showing in Galveston and Jefferson Counties, gave the incumbent his decisive win. □

IN OREGON

'People power' strengthens a member's bid for Congress

SALEM—An outspoken red-haired grandmother on leave from her teaching post at Mount Hood Community College is running for Congress in Oregon's new Fifth District.

State senator and Association member Ruth McFarland has the enthusiastic endorsement of NEA-PAC and the Oregon Education Association's political action arm.

If she wins the nomination in late May over her four opponents in the Democratic primary, McFarland will run against Republican Denny Smith

When it comes to his favorite candidate, Corvallis speech teacher Rick Wallace believes in communicating visually as well as orally.

in November. Smith has served one term in Congress, representing the huge Second District that covers the sparsely populated eastern half of the state. He chose to run in the new 5th District this year when Oregon gained an extra congressional seat.

Smith is therefore not technically an incumbent, but he has the advantages of incumbency, including name recognition and money. He is an arch-conservative who unseated longtime Oregon Congressman Al Ullman in 1980 through a negative campaign heavily financed by the National Conservative Political Action Committee (NC-PAC).

Smith, a wealthy newspaper owner, has so far voted "wrong" on every single education issue that's come up in the House and has earned a reputation as one of the least effective freshmen in the 97th Congress.

Whoever runs against him will be outspent at least seven to one. McFarland isn't worried. "We can't do it with money," she cheerfully admits, "so we'll have to do it with brains."

McFarland has people power on her side. Association volunteers are going door to door in the Fifth District as the primary approaches. Their pitch is time-honored but effective. "Good afternoon. I'm supporting Ruth McFarland for Congress. I have some literature here about her candidacy, and I hope you'll have time to take a look at it."

Such personal contact is not only much cheaper than using the mails but is also more likely to get her brochures read by Oregon's traditionally independent and thoughtful voters.

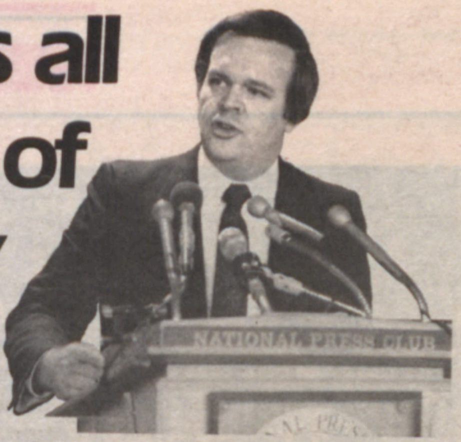
One of McFarland's campaign slogans is "A voice for Oregon—not a rubber stamp for Reagan." Oregonians, who have watched their lumber-based economy go straight downhill under the Administration's high interest rates, are fed up with Reaganomics. Unemployment now stands at 12 percent statewide and is over 30 percent in some mill towns. □

"Young women vote for me because I'm a feminist, old women because I'm a grandmother, young men because I'm strong, and old men because I'm sexy," explains Ruth McFarland.

...nor is NEA ignoring 1984

NEA President Willard McGuire (center) confers with South Carolina Education Association President Elaine Marks and Assistant Executive Director Joe Grant during meeting of a special NEA committee appointed by McGuire to study delegate selection procedures for the 1984 Democratic and Republican national conventions. Other committee members, representing key primary or caucus states, are Maine Teachers Association President Beth Supranovich and Executive Director John Marvin; NEA Executive Committee member Pearl Mack of Illinois and IEA Executive Director John Ryor; Iowa State Education Association President-Elect Phoebe Tupper and Political Action Specialist George Brown; and NEA-New Hampshire President Bill Shanahan and Executive Director Mel Myler.

'Let us all speak of peace'



WASHINGTON, D.C.—*NEA Executive Director Terry Herndon was invited to share his thoughts on America's new grassroots peace movement with reporters at the National Press Club here in April. Here are excerpts from his remarks.*

"Please consider that there is no record in the whole of human history of the invention of an effective weapon that was not eventually used. While pondering that simple historical fact, please consider as well that there are now 40,000 to 50,000 nuclear weapons in the world, with explosive power exceeding one million Hiroshima bombs.

"Clearly, the explosion of a small fraction of the world's arsenal, or the American arsenal alone, would mean that civilization as we know it will cease to exist.

"In such a world the 'common defense' is to be found only in the aggressive pursuit of peace. The imposition of a self-serving Pax Americana on the people of the world through military intimidation is impossible, and the persistent effort to do so does not promote our national security or our national defense.

"How do we consider that our extraordinary intellectual capacity and technical ability has led the world in the development of weaponry for 50 years, and yet we are more vulnerable to annihilation than ever before?

"Do we so doubt the efficacy of our wonderful democracy and our marvelous people that we give our present and our future over to a menacing Soviet pressure?

"We ring the globe with military installations because of the Soviets. We flood Europe with missiles because of the Soviets. We shrink from confrontation with apartheid because of the Soviets. Now we are pressured to cut welfare and education efforts because of the further Soviet nuclear buildup.

"Our government seems more responsive to the Soviet presence than to the needs of its own people or the needs of the desperate peoples of the world.

"Neither we nor the Soviets can rely on the seas to shield us from one another. As the missile flies we are but 30 minutes apart, and the span diminishes with each new technical development or strategic placement of a launching device. Our windows of vulnerability are open, but they will never again be closed.

"I, and most of my colleagues in the NEA, see this reality and know that the security and well-being of our nation are enhanced by the instruments of peace, not war. We want freedom from the persistent fear that governments, either by accident or decision, will end life on this marvelous planet. We, in 1982, will not accept Big Brother's declaration that 'War is Peace.'

"The omnipresent nuclear umbrella has not created jobs, filled bellies, ended oppression, or forestalled Soviet exploitation of human misery in the third world. Moreover, neither aggressive arms supply nor bellicose diplomacy arrested the creep of Marxism into Viet Nam, Cuba, Nicaragua, El Salvador, Afghanistan, or many other places. Then why do we rely on these policies for future defense?

"It is for the people of this nation to decide whether we will be the envy or the anxiety of the world. The better course is tough. It requires a solid and fair economy; a healthy, well educated, and hopeful population; and a stable, peaceful world order. The other is easy. It requires only threats, bellicose rhetoric, and more and more arms.

"I speak to you as a husband, father, brother, and son. I speak as a neighbor. I speak as a proud American. I speak as a teacher, and I pray, 'Let us all speak of peace.' " □

Ohio's Bruce Brombacher is

Teacher of the Year

UPPER ARLINGTON, OHIO—Bruce Brombacher is an NEA/Ohio Education Association member who combines dedication to his students with advocacy for teachers—and makes it look easy.

He has been named 1982 Teacher of the Year in a national competition sponsored by the Encyclopaedia Britannica Companies, *Good Housekeeping* magazine, and the Council of Chief State School Officers.

Brombacher, 33, teaches 8th and 9th grade math and algebra at Jones Junior High in this prosperous Columbus suburb. While some teachers are leaving the profession for higher paying jobs in industry, Brombacher gave up a promising career in scientific research to go into the classroom.

Says one of his former students, "Any teacher who can convince junior high students that mathematics is fascinating, absolutely essential to their lives, and can be learned by anyone intelligent enough to multiply money and divide a pizza among friends is way out front."

Says a parent, "He makes himself available to the students for help between classes and during his 'free' time. Mr. Brombacher has that desirable quality of reaching all levels of learners in a classroom."

Says Tracy Ludy, president of the Upper Arlington Education Association (UAEA), an OEA/NEA affiliate, "Bruce did in six years what it takes others a lifetime to accomplish. He's topnotch. Not only does he provide a superb example of what a teacher should be, but his enthusiastic support for the Association rubs off on others."

Agrees his principal, "Bruce is a great teacher and educator . . . he has had several opportunities to move into supervisory positions, but has chosen to stay in the classroom. Bruce could be anything he wants to be. We at Jones Junior High are glad he wants to be a teacher."

Teaching was not Brombacher's first career choice. He started out with a double major in math and physics, intending to go into scientific research. Vietnam intervened, and Brombacher spent a non-combat tour of duty serving in the military police and as a drug counselor. Upon his return, he resumed working toward his Ph.D. in physics.

As a graduate lab assistant, however, Brombacher found that he preferred teaching undergraduates to "the loneliness of the lab." At 27 he decided to become a teacher. Brombacher's switch in careers met with family approval—a dozen relatives have taught, including his wife Marcia, his mother, and his sister.

Does he ever regret leaving the lab for the classroom? "No," says Brombacher, "because kids are the most exciting people I could deal with. When I go home every night and see my 2½-year-old and my 4½-year-old, I see how much I mean in their lives. Then to also be part of the lives of 150 kids in my classes, and have an impact on them—it's exciting."

Brombacher is helping organize curriculum changes as Jones Junior High switches to a middle school, and he recently brought microcomputers into the classrooms. He would like to see children learning to use computers as early as kindergarten, "not because we want every student to become a sophisticated computer programmer, but because we want to teach them to use the computer as a tool."

The Brombachers do not have a home computer. ("We can't afford one," Marcia notes ruefully).

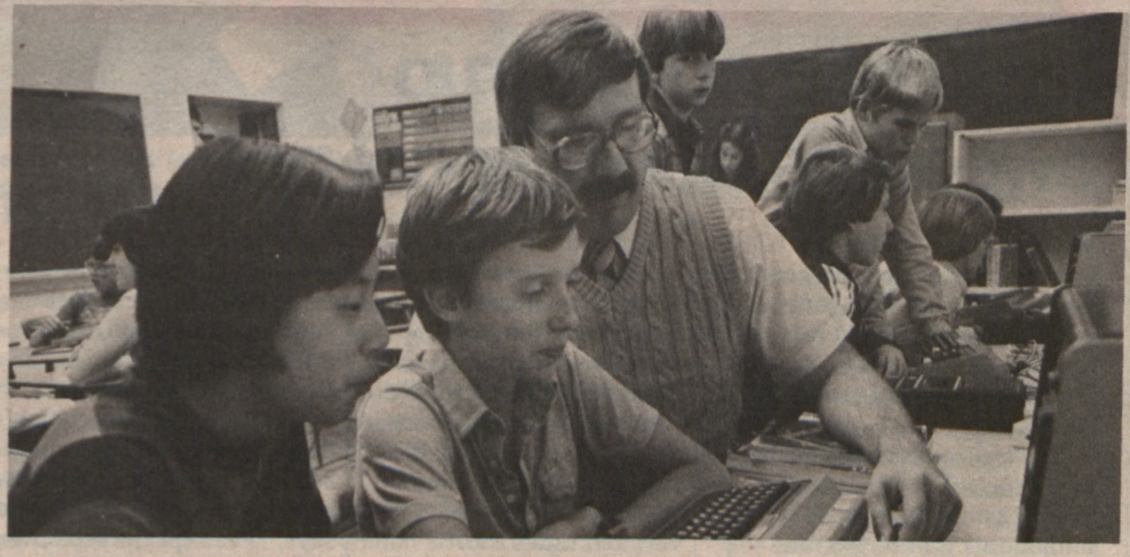
If he had not been selected Teacher of the Year, Brombacher would probably be the incoming vice-president of his local Association. "I had to turn down the nomination without telling them why," he laughs. He knew of his selection as Teacher of the Year weeks before it was publicly announced. He will spend most of next year traveling around the country speaking out for public education.

Brombacher has served as faculty representative and as a member of UAEA's negotiating team, where last year he endured 33 hours in one bargaining session. Others praised his role in helping teachers and school board members find common ground. Says Brombacher, "I've learned that both sides here are looking out for what's best for the kids."

He believes that the Association is an important peer support group. "If a teacher becomes isolated from the rest of the world, then not much will happen in that classroom that affects students' lives," he says. "We can't live in a vacuum. A lot of teacher stress arises when we take on responsibility for everything—we need to share our problems."

Brombacher received a crystal apple from First Lady Nancy Reagan in an April ceremony at the White House.

The 1982 Teacher of the Year has only one regret: "I feel bad that I'll be away from the kids for the next year." But while he's on the road, says Brombacher, "I want to tell people that there are some neat things happening in our classrooms. I'm going to share those stories and get the public involved." □



"Everything about my students is important to me," says 1982 Teacher of the Year Bruce Brombacher. "To me, teaching is not an eight-to-five job; rather, it's a 24-hour-a-day responsibility." A math teacher who introduced computers to his Ohio school system, Brombacher says he invites all his students to "become active participants in their own learning."

WYOMING

Association shows public what schools are like

CHEYENNE—If the public won't come to the schools, bring the schools to the public.

Members of the Cheyenne Teachers Education Association (CTEA) do just that each year as they transport classrooms, students, school staff, and equipment to the Frontier shopping mall for Cheyenne Education Day.

This spring's event featured more than 100 teachers and support personnel and some 600 students demonstrating everything from computer games and crepe cookery to chicken judging and spelldowns.

"Seeing is believing," says Dan Piel, president of the 736-member Association. "We wanted to show the public what our profession is all about and to showcase the talents of teachers and support personnel.

"The event draws hundreds of spectators of all ages," adds Piel, "and it's also popular with merchants, since it brings business into the mall."

This is the second year CTEA has sponsored Education Day, an idea that grew out of talks with members of Colorado's Greeley Teachers Association, who have sponsored a similar event for the past several years.

Now Colorado's Thompson Education Association leaders are expressing interest too and will soon start planning their own mall project. □

Bain Elementary School art teacher Tom Hart helps his students complete a ceramic tile mosaic, as part of Education Day sponsored by the Cheyenne Teachers Education Association.

NEW YORK

Law protects readers' privacy

ALBANY—In a time of increasing book censorship, when assigning certain literary classics has become an act of daring for teachers in many communities, the state legislature here has passed a law protecting the confidentiality of library book circulation records.

Under the new law, which was first proposed by the New York Educators Association (NYEA/NEA), it will take a court order to find out who has checked what book out of a library.

"We introduced the bill because groups of parents have intimidated school librarians and teachers in some of our smaller towns," says NYEA President Tom Pisa. "The legislation will help prevent witch hunts by those who are attempting to censor books assigned to a class, or trying to search out information about an individual's reading habits."

The bill sailed through the legislature without opposition and was signed into law by Governor Hugh Carey. □

DELAWARE

Buying state products helps public education

DOVER—The Delaware State Education Association (DSEA/NEA) has launched an innovative program called "Have Pride in Our State—Buy Delaware."

With help from the chamber of commerce, DSEA is compiling a list of retail products manufactured in the state. The list will be distributed to the Association's 6,000 members, as well as to students, labor unions, and business organizations.

Says DSEA President Wally Young, "I'm really excited about our 'Buy Delaware' campaign because we're reaching out to forge alliances with other labor unions, business, and industry. We want to put Delaware school employees' money to work for Delaware!"

Young notes that increased sales mean increased taxes, which will benefit public education.

As part of its campaign, DSEA raffled off a Chrysler K-car manufactured in Newark. The profits will go to DSEA's Political Action Committee for Education (PACE), which is building a $100,000 campaign chest.

In addition, DSEA members can buy any new Chrysler, Dodge, or Plymouth for only 2 percent over factory cost if they show their membership card. Over 60 cars valued at half a million dollars have already been purchased by DSEA members taking advantage of this low-cost program. Aiding them is the state's largest public school employee credit union, which is offering new car loans at 10½ percent. □

VERMONT

Land of maple syrup sweetens educational pot

MONTPELIER—"For the first time in 13 years, we got the state legislature to seriously increase state aid to education," reports an ecstatic Maida Townsend, president of Vermont-NEA.

The legislature upped state funds for public education by over $22 million, from $42.6 million this year to $65 million during the 1982-83 school year.

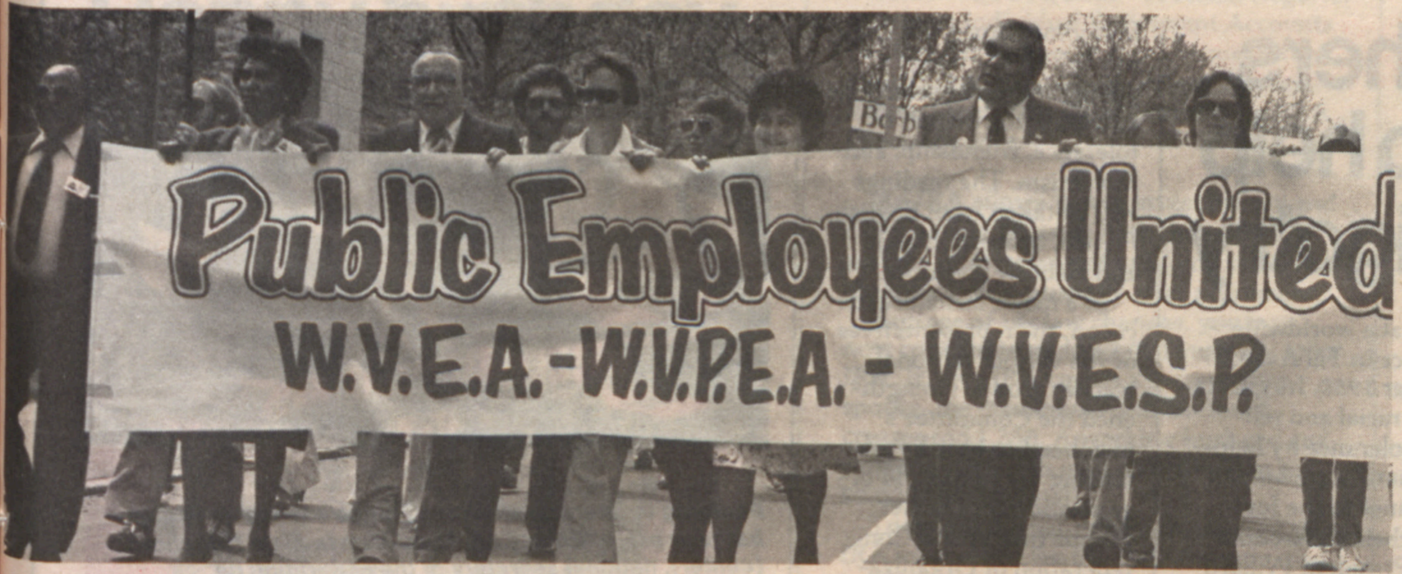
The increase will be funded by raising the 3 percent state sales tax to 4 percent in July, and by raising the state income tax by 1 percent.

"This bill will help relieve the unreasonable burden on local taxpayers and help distribute state aid more equitably," says Townsend.

Vermont ranks fourth highest in the nation in local share of school support (nearly 66 percent) and 48th in state share (less than 30 percent). With the new state funds for education, towns are expected to be able to reduce their property taxes.

Crediting the Association's fledgling Legislative Contact Network with the impressive legislative victory, Townsend says, "We kept the pressure on. We made the difference." □

"Vermont's students deserve no less than the best," Vermont-NEA President Maida Townsend tells state legislators. Responding to Association lobbying drive, legislature this spring passed significant increase in state aid to education.



Marching on the state capitol to request special session of the West Virginia legislature to grant a pay hike for public employees are leaders of three organizations representing over 76,000 workers: the West Virginia Education Association (WVEA/NEA), the West Virginia Educational Support Personnel (WVESP/WVEA/NEA), and the West Virginia Public Employee Association (WVPEA). Front row marchers, from left, are Charles Thomas, chair of the WVESP organizing committee; NEA Secretary-Treasurer Mary Hatwood Futrell; West Virginia NEA Director Roscoe Keeney; WVEA Legislative Chair Barbara Posey; WVPEA President Carmella Capozzi; WVEA President Lowell Johnson; and WVPEA Legislative Chair Dora Davis.

WEST VIRGINIA

Public employees rally for pay hike

CHARLESTON—Over [illegible],000 teachers, educational support personnel, and other public employees from around the state rallied here on May 2, demanding a special session of the legislature to raise their pay.

Public employees received absolutely no pay increase from state legislators this year, though $55 million was transferred from the general revenue fund to the state roads program.

"This legislature chose potholes over people," charges Lowell Johnson, president of the West Virginia Education Association (WVEA/NEA).

"Rather than increase taxes in an election year," he explains, "the legislature chose to deny a salary increase to public employees. We were forced to give up a 7½ percent salary hike simply because the highway user taxes in this state are not sufficient to support the highway program."

A petition signed by 20,000 people was presented to Governor Jay Rockefeller at the rally, asking that he call back the legislature. In a symbolic gesture, Gov. Rockefeller even signed the petition himself, but said he'd have to see a change in the attitude of legislative leaders before calling them back.

"We plan to help change some of those attitudes, by working to elect pro-education and pro-people candidates in the June primary and in the November general election," promises Johnson.

WVEA first gained a reputation for its political clout during the 1980 Democratic primary, when it shook the state power structure by joining forces with the United Mine Workers and other unions to defeat the senate president, majority leader, and finance committee chair. □

NORTH CAROLINA

Salute and bargain

FAYETTEVILLE—In a state where public employee unions are forbidden to negotiate, teachers at the Ft. Bragg army base here have created a collective bargaining enclave.

Because they are considered to be federal employees, the teachers are eligible to bargain with military authorities under the Federal Labor Relations Act.

Fort Bragg is one of 18 school systems run by the military in seven states and Puerto Rico. Such "Section 6" schools were established to educate dependents on domestic military bases following World War II, in localities where the public schools were segregated.

NEA affiliates represent teachers at eight of these military schools, including two units that bargain collectively —here and at the Quantico, Virginia, military installation.

"We're the first and only teachers' unit in North Carolina to negotiate a master contract," says Joan Stotler, chair of the Fort Bragg Association of Educators (FBAE) bargaining team. "We're looked up to by the rest of the state."

"Bargaining has made our members more unified, more active," reports FBAE President Barbara Nimocks. "We're proud of our contract; it's a beginning. We've had strong support from the North Carolina Association of Educators and NEA."

FBAE has represented the 250-member teaching unit since 1980, when the Association defeated an American Federation of Teachers local in a representation election. FBAE signed its first contract last June; the agreement runs three years.

"With a contract, we now have policies written down which used to be interpreted inconsistently. Vacancies weren't always posted before; now they are," says Nimocks.

FBAE also won a grievance procedure with binding arbitration, and payroll deduction of dues. As a result of collective bargaining, teachers also now serve on a joint advisory committee that is working out policies governing reductions in force, class size, and length of work day.

The only teachers in North Carolina to negotiate a master contract are represented by the Fort Bragg Association of Educators, affiliated with NCAE/NEA. Barbara Nimocks (left) presides over FBAE, while Joan Stotler (right) chairs the bargaining team.

Virginia teachers at the Quantico Marine Corps base have bargained for the past 12 years, signing their latest contract in January. Gains for the nearly 100 teachers include strengthening a grievance procedure that ends in binding arbitration, and creating an advisory "Association-Management Professional Action Committee" (AMPAC).

This committee "provides teacher input on issues such as summer school assignments, in-service training, and computer education," explains Barbara Gear, president of the Quantico Education Association. QEA is affiliated with NEA and the Virginia Education Association.

Neither the Ft. Bragg nor the Quantico local negotiates salary, but both have found, as QEA President Gear says, "We can improve our facilities and help our teachers through bargaining." □

World's teachers seek ways to help overcome bigotry

WASHINGTON, D.C.—Representatives of teacher unions and associations from Belgium, France, Germany, Israel, and the Netherlands, as well as from two global organizations, gathered at NEA Center in April for the second meeting of the International Teachers' Committee To Combat Racism, Apartheid, and Anti-Semitism.

The organization was founded at a worldwide conference in Tel Aviv in November 1980. Its goal is to battle racial and religious intolerance by helping teachers bring human rights issues to the forefront in their classrooms.

NEA President Willard McGuire chairs the international committee; its administration is the responsibility of NEA.

One of the committee's first joint efforts will be to publish an anthology of poetry and prose selections reflecting the themes of tolerance, friendship, and humanism. The readings will be taken from English, French, Spanish, Dutch, and Hebrew literature.

In a major structural decision, the representatives of the various national teacher groups strengthened the Committee's membership base by admitting the two world organizations of teacher groups (the World Confederation of Organizations of the Teaching Profession and the International Federation of Free Teachers' Unions). □

Pledging to intensify efforts of France's teachers to combat race prejudice and anti-Semitism is Alain Mouchoux (center), national secretary of the Federation de l'Enseignement Nationale. Listening are Robert Harris, WCOTP representative to governmental organizations, and Ann Anctil, president of Maine's Lisbon Education Association. Anctil served as a translator for the international teachers' meeting at NEA Center.

Administration abandons national commitment to equal opportunity

WASHINGTON, D.C.—The Reagan Administration has launched many attacks on civil rights in its first 18 months. Notably, it has—

► Opposed the Equal Rights Amendment and a strong Voting Rights Act.

► Nominated to the Civil Rights and Equal Employment Opportunity Commissions people who lack sensitivity to the purposes of these agencies.

► Reversed the Justice Department's role in affirmative action requirements for timetables and guidelines.

► Eliminated affirmative action considerations in most federal appointments.

► Proposed to weaken or eliminate the role of the Department of Labor in regulating the practices of federal contractors.

► RIF'd disproportionate numbers of minorities and women from federal jobs.

Civil rights in education have suffered special onslaughts. The Administration has—

► Weakened school desegregation in several ways—by cutting funds for the Emergency School Aid Act, which helps desegregating school districts, and by placing the funds in block grants; by relaxing the enforcement of laws that support desegregation; by supporting legislation to cut the use of busing as a desegregation remedy; and by proposing to transfer the enforcement authority of the Education Department's Office for Civil Rights to the Justice Department (which has announced anti-busing and anti-affirmative action positions).

► Reduced the bilingual education budget by 30 percent this year, and withdrawn the longstanding *Lau* guidelines that have governed the implementation of appropriate programs for language-minority children.

► Excluded guaranteed student loans from the definition of federal financial assistance to colleges under Title IX. This decision will exempt at least 300 colleges and universities from Title IX guidelines.

► Repeatedly found colleges in compliance with Title IX despite blatant examples of discrimination against women in their athletic programs.

► Proposed regulations that would exempt most higher education institutions with federal contracts from filing full affirmative action plans.

► Reduced child nutrition funding, so that children from low-income families lose access to summer food programs.

► Reduced youth employment opportunities and severely cut vocational education programs. □

Ex-football coach wins settlement — for black colleagues, not himself

RALEIGH, N.C.—A black physical education teacher who was replaced as head high school football coach here six years ago has accepted a precedent-setting out-of-court settlement that will benefit other black teachers—though not himself.

The Wake County Public Schools system has agreed to set up a voluntary affirmative action plan that will more equitably assign black teachers to paid extra-duty positions as coaches, activity sponsors, assistant principals, and department heads. By the 1985-86 school year, school administrators agree, these assignments will reflect the 20 percent of the county's 3,000 teachers who are black.

Frank Roberts, an outspoken advocate for minority rights, lost an annual coaching supplement of $1,500 when he was relieved of his duties in 1976 due to charges he believes were racially motivated. Backed by the NEA DuShane Unified Legal Services Program, he originally sought back pay and reinstatement as head coach at Broughton High School, where he has continued to teach physical education.

"I can't put a price tag on this settlement," says Roberts, "because it's the first of its type in North Carolina. I felt the best thing I could do was to help the black coaches who come behind me. I felt this was better than any amount of money I might recover."

John Wilson, president of the North Carolina Association of Educators, calls the agreement "a major breakthrough in seeking affirmative action plans." □

When phys ed teacher Frank Roberts was dismissed as head football coach six years ago, he says, "I felt a deep void." He filled that void by taking part in Association activities and will become president of his local association this summer. Roberts is also an NCAE director-at-large, vice-chair of NEA's Black Caucus, and an active member of NEA's Minority Affairs Committee. "Now I touch many more lives in my Association work than I ever did while coaching," he reflects.

Happy birthday, Title IX!

WASHINGTON, D.C.—June 23 marks the tenth anniversary of the federal statute outlawing sex discrimination in federally funded education programs and activities.

The years since Title IX of the 1972 Education Amendments was enacted have been remarkable for the tangible progress achieved, as well as for America's changes in attitude. However, the years have also revealed many problems of sex discrimination that appear resistant to solution.

On the plus side, the number of women entering graduate and professional schools has increased significantly, as has the number of females participating in interscholastic athletics.

School practices involving blatant sex bias—such as assigning male and female students to different activities—have generally been eradicated. Both faculties and student bodies have come to recognize that in principle, at least, males and females must be treated equally in the academic environment.

On the minus side, there is still much to be done. Male students continue to dominate professional schools, as well as interscholastic athletics. Progress has been slow in vocational education, where courses and programs are still largely sex-segregated.

The percentage of school administrators who are women remains small—as does the percentage of tenured college and university professors.

A bill introduced by Senator Orrin Hatch (R-Utah) earlier this year would severely cut Title IX's coverage and effectiveness. Fortunately, concerted lobbying efforts—including an impressive letter-writing campaign led by the NEA Women's Caucus—have apparently dissuaded Hatch from pursuing this legislation.

However, the Department of Education is now reviewing all Title IX regulations and may attempt to institute aspects of the Hatch bill through rewrite of the regs.

The title of a recent publication on Title IX by the National Advisory Council on Women's Educational Programs—"The Half-Full, Half-Empty Glass"—suggests the current status of this landmark law's implementation.

Title IX's tenth birthday should be a time of celebration for all who care about equity—and a time to recharge our efforts to attain full equality in American education. □

Investing? Consider these tips

WASHINGTON, D.C.—A recent *Reporter* article on Individual Retirement Accounts (IRA's) has prompted many requests for more information on tax-deferred investments. Here is the latest advice from NEA Special Services.

An IRA allows you to invest money and delay paying taxes on both the principal and the interest earned until you start withdrawing funds—usually after retirement.

Because of tax law changes, you may now contribute up to $2,000 annually to an IRA. If your IRA covers a nonworking spouse, the maximum contribution increases to $2,250. A working husband and working wife each may contribute up to $2,000 ($4,000 total).

To obtain the tax-deferred status on your IRA investment for the 1982 tax year, you have several alternatives.

You can open your IRA as late as April 15, 1983 (filing deadline for your 1982 income tax return). You may make a lump-sum deposit to your IRA at any time before you file your tax return, or make periodic contributions to your IRA with after-tax dollars all during the tax year. Some IRA participants will be able to make contributions without using disposable income, by reducing their federal withholding tax by an amount equal to their anticipated IRA investment.

There are other options as well. The important point to remember is that your IRA does not become effective (under IRS standards) until you declare your deduction on your tax return. You may switch investments prior to filing your return with no federal tax penalty, but check your IRA contract for possible penalty provisions.

Where to invest? Your options are virtually unlimited. Banks, brokerage firms, credit unions, insurance companies, and other financial institutions are all competing for your IRA dollars.

When evaluating investment alternatives, consider the investment risk, fees, amount of control over your investment, and both federal tax and contract penalties for withdrawing funds early.

A 10 percent federal tax penalty will apply if you've taken your IRA deduction and withdraw IRA funds before age 59½, unless you die or are totally disabled.

Also, you must begin drawing on your IRA account by age 70½ or a 50 percent penalty will be assessed against the difference between what is paid out and the amount that should have been paid out, as determined by life expectancies. In addition to the penalties, all funds withdrawn from an IRA are taxed as ordinary income in the year they are withdrawn.

Federal tax withdrawal penalties should not necessarily discourage IRA participation. For example, the closer you are to age 59½, the less likely you are to incur the penalty. If you are 59½ or older, there is no risk of penalty, so long as you begin to withdraw earnings by the tax year in which you turn 70½ and those amounts are paid according to general life expectancies.

One last point about IRA's. Whoever you name as your beneficiary (it can even be your own estate) is taxed as if the funds were ordinary income. A beneficiary also can assume an IRA without cashing it, and IRA rules apply as though that individual had personally set up the IRA.

Tax Deferred Annuities (TDA's) have been available to most employees of nonprofit educational institutions since 1954 and are similar to IRA's in that taxes are deferred on both principal and interest earned.

The *fixed TDA contract* is the most common and offers a minimum guaranteed interest rate while your funds accumulate, plus a guaranteed benefit payment at retirement. Usually, actual interest and benefit rates exceed guaranteed minimums. Contributions to fixed TDA's are invested in an insurance company's general investment account, consisting mostly of bonds and mortgages.

No principal or interest guarantees are made with *variable annuities.* Your contributions are invested by the insurance company in a separate account and used to invest in common stocks and equities.

With a variable annuity, your monthly benefit in retirement will depend on fluctuations in your investment account and the type of annuity option you choose. Your investment risk is greater with a variable than a fixed TDA, but your investment returns, at least in theory, will be greater also.

Note: The IRS has recently disqualified as tax-deferred investments certain publicly available "wraparound" variable annuities that rely on money-market mutual funds as the investment vehicle. If you have one of these, check with your company representative to determine if it still qualifies as tax-deferred.

With *qualified mutual funds*, a third type of TDA, your contributions are made to a bank-maintained custodial account and are used to buy shares in mutual funds (regulated investment companies) you select.

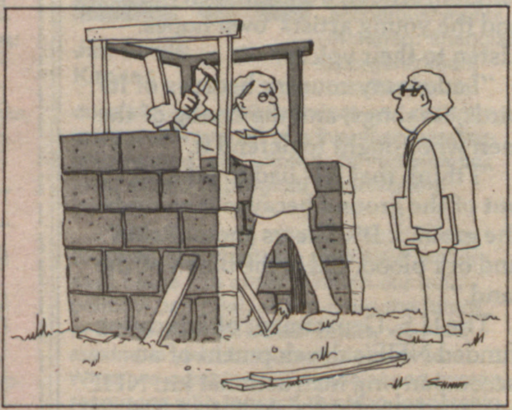
Certain requirements must be met for the investment to be treated as an annuity contract. Your contributions must be invested exclusively in regulated investment company stock (i.e., mutual funds shares and money fund shares). They cannot be withdrawn before age 59½ except in case of death, disability, separation from service, or financial hardship.

As with the variable TDA, your investment risk is tied to the performance of the mutual fund you select.

For a free TDA information guide, contact your state Association or write NEA Special Services, Teachers Services Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

As best as can be determined, you may invest up to the maximum allowed under the tax exclusion formula for your TDA and still contribute up to the $2,000 allowed annually in an IRA. However, at this time, most NEA members would be well advised to invest to the maximum in a good tax-deferred annuity *before* taking advantage of an IRA.

In any case, investigate all your options first, and if necessary consult a qualified tax advisor. □



"When I suggested that you construct a tax-shelter, what I had in mind was . . ."

IN BRIEF

Polaroid project puts cameras in classrooms

CAMBRIDGE, MASS.—For teachers interested in introducing instant photography to their students, Polaroid offers two free cameras in exchange for proofs of purchase from 20 packs of SX-70 or Time-Zero color film.

The offer is part of the Polaroid Education Project and includes a 100-page teacher's guide to camera-based learning activities, designed in collaboration with teachers. The guide suggests ways to integrate photography into different grade levels and subjects, including language arts, social studies, math, science, special education, and English as a second language.

The offer expires December 31, 1982. For more details write Polaroid Education Project, 549 Technology Square, Cambridge, MA 02139. □

Start planning now for American Education Week

WASHINGTON, D.C.—"A strong nation needs strong schools" will be the theme of American Education Week—November 14-20, 1982.

NEA, the National Congress of Parents and Teachers, the National School Boards Association, the American Legion, and the U.S. Department of Education cosponsor this annual event, which mobilizes parents, school employees, government officials, and citizens in a week-long celebration of America's public schools.

A new eight-page planning guide for the Week is available free for the asking. The NEA Professional Library also offers a comprehensive AEW promotional packet for $5.95 (stock no. 5050-9-5D).

The packet includes a greatly expanded AEW observance manual . . . eight full pages of reproducible art to use as flyers, advertisements, and other promotion pieces . . . discount coupons for books from the NEA Professional Library . . . plus an AEW proclamation, a Teacher Day certificate, and samples of AEW nametags, placemats, news releases, and other materials.

Order both the packet and the free planning guide by writing the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or by phoning 203/934-2669. □

Poverty makes a comeback; children pay the price

WASHINGTON, D.C.—Nearly 20 years ago, President Lyndon Johnson put poverty in America on the front pages as he announced his War on Poverty program. Since then, the issue of poverty has gotten little attention—and with some good reason. The number of Americans living in poverty has been decreasing steadily—from 22 percent in 1959 to 11.6 percent in 1979.

Now poverty is making a comeback. A recent report of the National Advisory Council on Economic Opportunity predicts the poverty rate could reach 15 percent by the end of this year. (The Census Bureau considers income under $9,283 for a family of four as poverty level.)

Part of the upsurge in poverty, the study charges, can be blamed on the Reagan Administration's budget cuts in a host of social programs that aid the poor—Aid to Families With Dependent Children (AFDC), Food Stamps, public housing, child care.

Who are the poor? Increasingly, the study shows, the poor are children. One in five Americans under age 18 today lives in poverty, while fewer than one in seven over age 65 does so.

Many poor children, the study points out, are part of single-parent families headed by women, who have traditionally been paid lower wages than men. The combination of low wages and recent cuts in child care, AFDC, and other benefits makes it more and more difficult for women to support their families. Today, the report notes, one-third of all households headed by women live in poverty. □

Innovative projects win NEA fellowships

WASHINGTON, D.C.—NEA recently awarded almost $14,000 in fellowships to eight members and six affiliates for creative projects furthering instructional goals and community understanding of public education.

These Hilda Maehling fellowships of up to $2,500 each are offered each year by NEA. This year's nationwide competition drew 118 entries.

Fellowship recipients for 1982 are the Rockford (Ill.) Education Association's Professional Excellence Committee for a local "teacher fair" to counter uninformed criticism of the schools; Northampton, Mass., teacher Leonard J. Basile for designing a "portable teacher center"; the Indianapolis (Ind.) Education Association for a project to train teachers who in turn will train parents in productive tutoring; Bay City, Mich., teachers Margaret Fleischmann, Janet Dixon, and Mary Boettger for developing a kit to help involuntarily transferred teachers face the problems of new grade levels and subjects; the Eugene (Ore.) Association of Substitute Teachers for a project to upgrade subs' classroom effectiveness.

Also, Mendocino, Calif., school librarian Alice Wittig for a series of 15-minute video programs on books for K-3 children; the Inglewood (Calif.) Teachers Association for a project to improve access to legal data needed for collective bargaining; the Student NEA for a national competition requiring student teachers to prepare mock lessons; the Missoula (Mont.) Education Association for a "multi-image" program emphasizing the educational, social, and economic importance of good schools and teachers to the community; and Pittsburgh, Pa., teachers Daryl Bates Stawartz, Judy Morgan, and Richard Mathews for a project involving 450 gifted elementary students in organizing and managing 10 "companies" manufacturing a product made from apples. □

Mexico's children speak to their U.S. neighbors

WASHINGTON, D.C.—Do you teach social studies, Spanish, English, art, or music to elementary or slightly older students? Then consider ordering a colorful book and instructional kit showing how children in Mexico live and think.

Available in English and Spanish from NEA's National Foundation for the Improvement of Education (NFIE), the 164-page *Mexico As Seen by Her Children* features the best of some 100,000 pieces of artwork and essays submitted by 3- to 16-year-olds. Topics include Mexican history, patriotism, the landscape, families, religion, school, bullfights, city life, and the young artists' own hopes. Listen to their voices:

"I adore my country because of its birds, its songs, and the crying of the men who fought to defend it."

"I think that it is bad to take oil out of the ground because it wounds the ground. It's like us and our skin and our blood. Oil is the blood of the land."

The U.S. Department of Education funded NFIE's development of an accompanying instructional kit. NFIE has carefully field-tested the kit in classrooms around the U.S.

"These materials have been extremely useful to us in a variety of curriculum areas which stress intercultural learning," comments one teacher. "They assist students not only in looking at Mexico but in looking at themselves."

The kit includes four separate booklets (Reflections, Resources for Teaching, Music Guide, and Art Descriptions), as well as 70 resource activity cards, a cassette of music and poetry, and two posters.

To order, send in the coupon below. □

MEXICO AS SEEN BY HER CHILDREN

No. of Copies

- □ English Edition and Kit ..... ($16.95)
- □ Spanish Edition and Kit .... ($16.95)
- □ English and Spanish Editions and Kit .... ($33.90)

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- □ Mass (Weight) .... ($30)
- □ COMPLETE KIT .... ($130)

Add $2.50 postage and handling for each item ordered

Check or money order enclosed for $__________, the total of the items checked above, plus postage and handling. Satisfaction guaranteed.

Make Checks payable to NFIE and mail to:

NFIE, Room 628, 1201 16th St., N.W., Washington, D.C. 20036

Name__________

Position & Grade__________

Address__________ (Street)

(City) (State) (Zip)

Think metric

WASHINGTON, D.C.—Would you walk a kilometer for a newspaper? If you put a liter of gas in your car, will it get you to work? If you weigh 30 kilograms, should you be concerned?

If you'd like to learn the metric system yourself or teach it to your students, NEA's National Foundation for the Improvement of Education (NFIE) has just the thing for you.

Using a grant from the U.S. Department of Education's Metric Education Program, NFIE developed "Measuring with Metrics," for students in grade three through college. The program covers the basics of metric measures in length, area, capacity, volume, and weight.

"Measuring with Metrics" includes 10 filmstrips and 10 audio cassettes, skill sheets (ditto masters), and a teacher's manual. It is available as a complete set or in five components, one for each metric area. The program has been reviewed by 12 teachers for instructional quality and has been field tested in classrooms. The National Bureau of Standards and the U.S. Metric Board have also reviewed the package for technical accuracy.

To order, fill in the coupon at left. □

NEA annual meeting returns to L.A.

LOS ANGELES—Politics will dominate debate among the more than 10,000 teachers, professors, educational support personnel, and other Association members who will converge on the Convention Center here this summer for NEA's 120th annual meeting. This year's theme will be "Political Power for Educational Excellence."

Some 8,000 elected delegates from affiliates around the nation will set the next year's course for the Association during the eight business sessions of the Representative Assembly, NEA's highest policy-making body, July 3-6.

Priority issues for discussion and debate are expected to include censorship and other extremist attacks on public schools, the erosion of state and local tax bases in the current recession, and the need for renewed federal recognition of education's vital role in building both economic prosperity and national security.

The Representative Assembly agenda includes election of three NEA officers (*see story at bottom of this page*).

Prior to the business meetings, exhibitors will be on hand displaying a vast assortment of the latest educational materials.

Disabled delegates who will need special equipment or services should contact the Office of Convention and Conference Management at NEA Center as soon as possible so that necessary arrangements can be made. ☐

Come early!

LOS ANGELES—Special conferences are scheduled for Association members prior to the opening of the 1982 Representative Assembly.

On June 29 and 30, a joint women's and minorities' issues conference at the Los Angeles Hilton Hotel will offer a varied program of workshops including Module II of the NEA Women's Leadership Training series, coalition building, the new federalism and its impact on public education, minority women's dilemma, and sexual harassment.

Other workshops will focus on affirmative action, coping with stress, the far right, and race discrimination, among others. Registration fee is $30 per person.

On July 1, also at the Hilton, NEA's Instruction and Professional Development unit will sponsor two concurrent mini-conferences on computers in the classroom and prime-time television as a teaching device.

The computer sessions will include a look at the issues surrounding classroom computer use, hands-on computer work sessions conducted by teachers, and a mini-course in computer language, materials, and equipment.

The TV workshops will employ actual TV clips and demonstrations. Special guest will be Henry Winkler ("the Fonz").

There is no charge for either mini-conference. Those who have not preregistered may do so at the door prior to the 11 a.m. opening.

Information on both conferences has already gone out to delegates. For more details on the women's/minorities' conference, contact the NEA Executive Office at 202/822-7199. IPD can be contacted at 202/822-7394. ☐

NEA to fete human rights activists

LOS ANGELES—The 1982 NEA Human and Civil Rights Awards Dinner will be held here Sunday, July 4, during the NEA annual meeting.

The eight human rights awards to be presented are—

► The H. Council Trenholm Memorial Award for advancing intergroup understanding within the education profession

► The Rosena J. Willis Memorial Awards for outstanding state and local Association human relations programs

► The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives

► The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans

► The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunity in education

► The Award for Creative Leadership in Women's Rights

► The Award for Leadership in Asian and Pacific Island Affairs.

Also to be presented during the banquet is the 1982 Irvamae Applegate Award for International Understanding.

Individual NEA members as well as state Associations may use the accompanying coupon to order tickets for the dinner. ☐

NEA Human and Civil Rights Awards Dinner
Sunday, July 4, 1982: Westin-Bonaventure Hotel, Los Angeles, Calif.

Last Name ________ First ________ Middle ________

Association ________

City ________ State ________

( ) ________
Area Code Telephone No.

I will order ________ blocks of 10 tickets to the dinner at $300 per block. Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.

and/or

I will order ________ tickets at $30 per ticket.

Enclosed is a check/money order in the amount of $________ which represents total payment for ________ tickets.

Make checks or money orders payable to NEA Human and Civil Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036, attn: Human and Civil Rights. For further information, contact Lynette Johnson at 202/822-7705.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. No tables will be reserved until checks/money orders have been received and cleared. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JULY 1.

Rep Assembly to elect three NEA officers

WASHINGTON, D.C.—The candidates whose pictures and statements appear below filed for office by April 1, 1982.

Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for content of the candidate statements.

In accordance with Standing Rule 10, nominations will be made at the first business meeting of the Representative Assembly on Saturday, July 3, in Hall A (Plaza Level) of the Los Angeles Convention Center.

Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 4.

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

for Secretary-Treasurer

Mary Hatwood Futrell
Virginia

Mary Futrell is seeking re-election as NEA secretary-treasurer.

Mary believes the continued strength of the united teaching profession is contingent upon a fiscally sound NEA serving as a strong advocate of improved benefits and services for members and for improving the quality of education.

She believes that if the frontal assault on public education is to be halted, members of the education family must become more involved in the political and legislative arenas.

She is a business education teacher from Alexandria, Virginia. Mary is an experienced leader, having served successfully in leadership roles at the local, state, and national levels of the Association. Her past experience as NEA secretary-treasurer provides the comprehensive qualifications needed to continue in the position.

for Executive Committee (two seats to be filled)

Ed Foglia
California

"Involving teachers directly in political action, contacts with the media, and collective bargaining activities is the key to the survival of public education in the 80's," states Ed Foglia, candidate for NEA Executive Committee.

Foglia has served for seven years as an NEA Director and is completing his second two-year term as President of the California Teachers Association. When Foglia announced he would not seek reelection, the California State Council, by secret ballot, endorsed his candidacy for NEA Executive Committee by an overwhelming 91.3 percent.

A teacher activist for 25 years, Foglia was elected this year by his colleagues to chair the NEA Board Forum. He has also worked creatively in such diverse areas as human rights, legislation, school finance, and IPD.

Judi Owens
New Jersey

I came on the NEA Executive Committee three years ago as immediate past-president of a dynamic New Jersey state affiliate.

High among my priorities are greater attention to instructional and professional development problems, improved member image and public relations, more member involvement in political action decisions, a wider membership base (including everyone in the public school family), and sounder funding of UniServ units.

I call for no-nonsense leadership. Let's concentrate on issues that make a difference for children, teachers, and all other school employees.

Much is happening, and I think I had some part in making it so. I need your support once again. Let's keep it going.

Jim Lewis
Kansas

After more than a decade of active UTP experience, Jim Lewis has some specific ideas about NEA direction in the 1980's.

In only two years as Kansas-NEA president, his accomplishments included: financial reorganization, resulting in no dues increase while services and programs increased; reversal of a five-year membership decline; and unprecedented member involvement in program planning and delivery.

"The 1980's will require vision, assertiveness, and creativity of all NEA leaders," says Lewis. "In order to reach our full political potential, and to chart the future of our profession on our terms, we need maximum yield from every dues dollar. When we combine our financial and human resources with forward-thinking leadership, any of our goals is attainable."

Fifth grader's poster wins 'National Day of Conscience' contest

JASPER, S.C.—"When I mailed my entry, I said to myself, 'Vincent, you're just entering for fun,' " recalls Vincent P. Phillips, the grand prize winner of NEA's National Day of Conscience Poster Contest. The 10-year-old student at Jasper Middle School here says he was "in shock" when he found out he won.

"I feel like a great star," Vincent adds. And well he should. Already he is a local celebrity who has appeared on two TV news broadcasts. He has been interviewed by two local newspapers and a radio talk show.

The nationwide contest, conducted through NEA's local affiliates, was open to students in kindergarten through eighth grade as part of the national observance of a "Day of Conscience for Public Education" back in January.

Vincent's winning poster depicts his own silhouette filled with his thoughts about public schools. "I decided to show what I think about public schools—not just in Jasper, but all over America," Vincent explains.

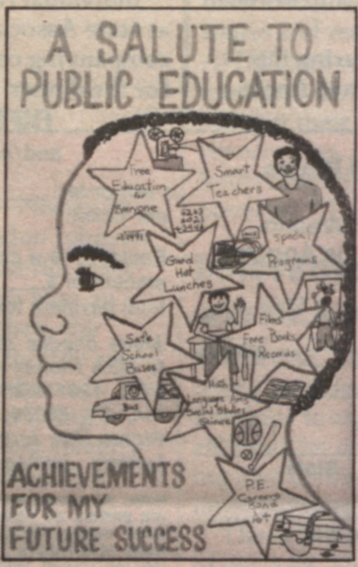
His art teacher, Bonita Percival, is also pleased. "I knew the poster was good," she says, "but to have it win the grand prize was a delight to us all. This has been the highlight of my 16-year teaching career." Percival feels that this win will help put Jasper—a small, poor school district—"on the map."

NEA flew Vincent, his family, and his teacher to Washington, D.C., in April. They met with NEA leaders and with their congressional representative, Republican Thomas F. Hartnett, on Capitol Hill.

"We were greeted like kings and queens," Percival says. "I think when our representative was confronted with real people from Jasper, our plight became more real. I used this opportunity to ask Mr. Hartnett to become more aware of our educational needs."

Grand prize runners-up in the poster contest are Deanna Kamholtz, a sixth grader from Brookwood School in Genoa City, Wisconsin, and Khong Luangrath, an eighth grader from Dollen Junior High School in Tucson, Arizona. Amy Murillo, a blind student from Tucson, won a special achievement award. □

Rep. Thomas Hartnett (R-S.C.) receives a visit from two very important constituents: 10-year-old artist Vincent Phillips and his teacher, Bonita Percival.



NEA honors outstanding TV, radio productions

WASHINGTON, D.C.—Eleven television productions and one radio series were honored recently by NEA for advancing learning through broadcasting.

"National Education Awards" salute broadcasts during the past year that—

► Used motivational techniques to capture interest
► Were adaptable to or compatible with classroom instruction
► Reflected fairness, accuracy, and lack of bias
► Had cultural, social, political, or technical significance
► Demonstrated high artistic and technical standards
► Encouraged intelligent, thoughtful viewing
► Presented positive sexual and racial role models.

Winners were Bill Moyers for "People Like Us" (CBS News), Bob Keeshan for "Captain Kangaroo" (CBS-TV), Warner Amex Satellite Entertainment Company for "Nickelodeon," Children's Radio Theatre for "Children's Radio Theatre" (National Public Radio), Gannett Broadcasting Group for "Epidemic: Why Your Kid Is on Drugs," KQED-TV in San Francisco for "Up and Coming" (PBS).

Also, Rainbow TV Works for "Righteous Apples" (PBS), T.A.T. Communications Company for "The Wave" (ABC-TV), the Tomorrow Entertainment/Medcom Company for "The Body Human: Becoming a Man and Becoming a Woman" (CBS-TV), WFBC-TV in Greenville, S.C., for "Tuesday's Child," WHIO-TV in Dayton, Ohio, for "Courthouse Square," and WZZM-TV in Grand Rapids, Mich., for "When I Grow Up." □

'Tuned In' series seeks your reactions

CHESTNUT HILL, MASS.—The creators of "Tuned In," the new public television series that debuted across the country during April and May, are interested in hearing from teachers who used one or more of the programs in their classrooms.

A two-page, postage-paid teacher survey form is available from "Tuned In" Survey, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. Please take a few minutes to order this questionnaire and then respond candidly by June 30.

Or if you'd prefer to give more informal feedback on the series—positive OR negative—just jot your reactions on a postcard and mail it to Valerie Crane, Project Evaluator, Research Communications Inc., 384 Newton Street, Chestnut Hill, MA 02167. □

Interim financial report to NEA members

by Secretary-Treasurer Mary Hatwood Futrell

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1982
UNAUDITED

ASSETS	GENERAL FUND	CAPITAL IMPROVEMENT FUND
Current Assets		
Cash and Short-Term Investments	$ 4,416,604	$ 843
Accounts Receivable:		
Membership Dues	42,349,120	
Notes Receivable—Dues	349,663	
Notes Receivable—Other	5,000	
Note Receivable—Reston Property	287,500	
Publication Sales & Advertising	318,348	
Amount due from Governance and Non-Governance Affiliates	392,850	
Other Assets	1,520,662	
	$49,639,747	$ 843
Long-Term Assets:		
Property under Capital Leases: Less Accumulated Amortization	2,139,189	
Investment in Securities	217,147	
Notes Receivable—Dues	233,139	
Notes Receivable—Other	10,000	
Land		1,753,777
Building: Less Accumulated Depreciation		6,905,285
Equipment: Less Accumulated Depreciation	241,475	
	2,840,950	8,659,062
TOTAL ASSETS	$52,480,697	$8,659,905
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$29,190,470	
Installment Note Payable	16,452	
Accounts Payable & Accrued Liabilities	1,961,188	
Accrued Vacation & Other Benefits	2,702,362	
Amount held for Affiliates & Other Orgs.	147,725	
Amount held for Special Purpose Funds	2,007,478	
Obligations under Capital Leases	550,259	
	36,575,934	
Long-Term Liabilities:		
Installment Note Payable	12,317	
Accrued Severance Pay	1,766,632	
Deferred Interest Payable	82,132	
Obligations under Capital Leases	1,655,900	
	3,516,981	
TOTAL LIABILITIES	$40,092,915	
FUND BALANCES	12,387,782	8,659,905
TOTAL LIABILITIES & FUND BALANCES	$52,480,697	$8,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES
FOR THE SEVEN MONTHS ENDED MARCH 31, 1982

INCOME	ACTUAL	BUDGET
Membership Dues	$70,057,128	$70,593,000
Less: Membership Dues Deferred for Remainder of Year	29,190,470	
	$40,866,658	
Advertising	900,000	750,000
Interest & Investment Income	416,021	500,000
Income from Fees & Services	358,193	500,000
	$42,540,872	$72,343,000
EXPENDITURES BY AREA		
Affiliate Services	$16,506,919	$27,560,585
Communications	4,714,858	8,789,293
Government Relations	980,320	2,042,873
Political Affairs	480,349	1,084,839
Instruction & Professional Development	1,222,022	2,359,984
Research	1,962,510	3,543,554
Human & Civil Rights	877,626	1,710,510
Administration	3,734,645	5,902,191
Legal Services	4,415,863	7,061,530
Business & Finance	2,013,194	3,531,920
Data Processing	2,074,169	3,636,780
Governance	1,692,385	4,550,691
	$40,674,860	$71,774,750
EXCESS OF INCOME OVER EXPENDITURES	$ 1,866,012	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$13,696,471	
Joint Projects with State & Local Associations	13,862,622	
Travel	3,595,972	
Publication Costs	2,755,537	
Office Expenses	1,303,626	
Administrative Expenses	1,128,440	
Outside Services	2,778,991	
Machine Rental & Repairs, Material & Supplies	1,553,201	
	$40,674,860	

Red Coach, Nestlé boycotts still on

WASHINGTON, D.C.—NEA continues to urge members to support the nationwide consumer boycotts of Red Coach lettuce and Nestlé products.

NEA endorsement of the actions against the two companies was voted by the 1980 Representative Assembly and has been implemented by the Board of Directors.

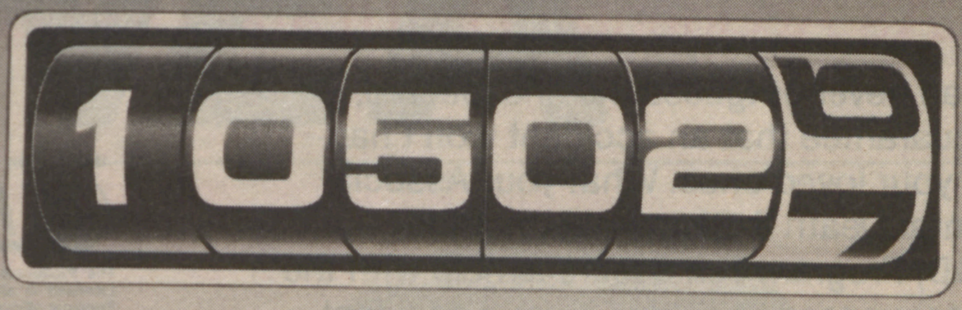
The Red Coach boycott is designed to bring pressure on California lettuce grower Bruce Church to bargain in good faith with the United Farm Workers. The Nestlé boycott protests marketing methods that have persuaded Third World women to switch from breastfeeding to bottle feeding, despite the potential hazard to infants' health.

The Nestlé boycott scored a partial victory in March when the corporation announced a new position supporting the World Health Organization (WHO) Code and promising to abide by its rules on how infant formula may be marketed in developing countries. However, the NEA boycott will continue until there is evidence that the Nestlé Corporation's practices conform to the Code.

While Red Coach lettuce is easily identifiable in grocery stores, Nestlé products are sold under many different labels (*see list below*). Please note that three products previously on the boycott list—Price's chocolates, McVities crackers, and Kavli Crispbread—have severed their connections with Nestlé and should no longer be boycotted. □

Nestlé products to be boycotted:

Chocolates: Nestle's Crunch, Toll House Chips, Nestle's Quik, Hot Cocoa Mix, Choco'lite, Choco-Bake, $100,000 Candy Bar, Go Ahead Bar, Crokine (syrup) □ **Coffees and Teas:** Taster's Choice, Nescafe, Nestea, Decaf, Sunrise, Pero □ **Wines:** Beringer Brothers, Los Hermanos, Crosse and Blackwell □ **Cheeses:** Swiss Knight, Wispride, Gerber Cheese, Old Fort, Provalone Locatelli, Cherry Hill, Roger's □ **Packaged Fruits, Soups, Etc.:** Libby's, Stouffer Frozen Foods, Souptime, Maggi Soups, Crosse and Blackwell, Beech-Nut Baby Foods □ **Miscellaneous:** L'Oreal Cosmetics, Nestle Cookie Mixes, Deer Park Mountain Spring Water, Pine Hill Crystal Water, James Keiller & Son, Ltd., Contique by Alcon, Ionax by Owen Labs, Lancomé □ **Hotels and Restaurants:** Stouffer, Rusty Scupper.



"SUM" people get more for their money

(a 10% discount + unlimited mileage from NEA/Hertz)

10% off SUM rates

SUM . . . it stands for Standard Unlimited Mileage, the new rates from Hertz that offer simply *un*-standard savings! Unlike traditional time and mileage rates (recently discontinued by Hertz), the SUM is a flat rental charge providing unlimited mileage. That means you always know the full cost beforehand — no more worrying about extra charges for taking the scenic route! And the weekly SUM rate is only five times the daily rate—even if you keep the car for seven days!

But that's not all, because as a unified member, you are now entitled to 10% off SUM nationwide (applicable taxes and optional insurances not included). And the discount remains in effect even if you leave the car at a different location.*

"Dollars-Off" Weekly/Monthly Economy Rates

Under certain circumstances, it might pay to take advantage of Hertz' economy touring rates . . . especially since unified members can now claim special "dollars-off" discounts in all 50 states. These discounts can take up to $15 off your rental cost, depending on the model of car rented.

If you rent overseas, NEA/Hertz offers a special international discount. And, of course, you can still choose to take advantage of Hertz' special pre-discounted weekend rates. With so many options, saving on renting a car is simple! Just show your NEA/Hertz Discount Card. Your Hertz representative will compare rates and find the one that's best for you.

Hats off to NEA/Hertz!

Your Association-sponsored program combines unbeatable savings with unparalleled convenience! With over 4,000 locations world-wide, chances are there's a Hertz near you with the car you want. And with NEA/Hertz, you can reserve that car in advance with a single toll-free call.

So the next time you need to rent a car, take off with NEA/Hertz! For a free discount card listing the new rates and toll-free numbers, write:

NEA Special Services — R-6-82
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036

UNIFIED SPECIAL SERVICES
NEA...Working for you

*a drop-off charge may be assessed based on the distance between both cities or locations (except in Florida)

NEA forgives NYEA dues debt

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the NEA Reporter.

One such vote was taken by the Board at its May 7-8, 1982, meeting here.

Subject of roll-call vote:

To forgive the New York Educators Association note payment due in 1982 for dues in arrears in the amount of $72,000. (NYEA is in financial straits trying to pay heavy fines imposed under New York's Taylor Law.)

Vote count:

106 yes, 11 no, 6 not voting, 4 absent with one absentee represented by an alternate director.

Voting yes:

Butler	(Ala.)
Potter	(Alaska)
Beachem	(Ariz.)
Sayler	(Ariz.)
Johnson	(Ark.)
Curfman	(Calif.)
Estrellas	(Calif.)
Foglia	(Calif.)
Hodgkins	(Calif.)
Kuiper	(Calif.)
Logue	(Calif.)
Shaw	(Calif.)
Vick	(Calif.)
Bradshaw	(Colo.)
Lansford	(Colo.)
Gagliardi	(Conn.)
McLean-Waller	(Conn.)
Testerman	(Del.)
Winter	(D.C.)
Scott	(Fla.)
Wilson	(Fla.)
Scott	(Ga.)
Wright	(Ga.)
Williams	(Hawaii)
Hovey	(Idaho)
Barrow	(Ill.)
Fitch-Tucker	(Ill.)
Mishler	(Ill.)
Miller	(Ind.)
Moudy	(Ind.)
Gilchrist	(Iowa)
Halliburton	(Iowa)
Lewis	(Kans.)
Harvey	(Ky.)
Morton	(Ky.)
Scott	(La.)
Sullivan	(Maine)
Jones	(Md.)
Kuker-Kihl	(Md.)
Christian	(Mich.)
Smith	(Mich.)
Speicher	(Mich.)
Zook	(Mich.)
Bauermeister	(Minn.)
Etter	(Minn.)
Holman	(Minn.)
Bradley	(Miss.)
Austin	(Mo.)
Johnson	(Mont.)
Kaldahl	(Nebr.)
Jenis	(N.H.)
Gibson	(N.J.)
Goldman	(N.J.)
Graham	(N.J.)
Parish	(N.J.)
Walters	(N.J.)
Eachus	(N. Mex.)
McKenzie	(N.Y.)
Washington	(N.Y.)
Cummings	(N.C.)
Rader	(N.C.)
Wilson	(N.C.)
Gallagher	(N. Dak.)
Abel	(Ohio)
Potts	(Ohio)
Rudd	(Ohio)
House	(Okla.)
Jewell	(Okla.)
*Rollins	(OV)
Farr	(Pa.)
Mechlowitz	(Pa.)
del Valle	(P.R.)
Mello	(R.I.)
Cooper	(S.C.)
Akers	(Tenn.)
Martin	(Tenn.)
Pike	(Tenn.)
Harrell	(Texas)
Hilger	(Texas)
Hunt	(Texas)
Stacey	(Texas)
Scott	(Vt.)
Coffey-Hines	(Va.)
Gant	(Va.)
Nelson	(Va.)
Amos	(Wash.)
Horne	(Wash.)
Wahlquist	(Wash.)
Keeney	(W. Va.)
Carlin	(Wisc.)
Lewandowski	(Wisc.)
Schleife	(Wisc.)
Anderson	(Wyo.)
Bernat	(SNEA)
Duncan	(SNEA)
Benson	(At Large)
Sproul	(At Large)
Treibley	(At Large)
Burse	(Ex. Com.)
Mack	(Ex. Com.)
Obermeyer	(Ex. Com.)
Owens	(Ex. Com.)
Woodard	(Ex. Com.)
Futrell	(Ex. Com.)
Freitag	(Ex. Com.)
McGuire	(Ex. Com.)
Anderson	(Nev.)
Lawrence	(Ore.)
Lee	(Ore.)
Huntley	(Pa.)
Wyland	(Pa.)
Horgen	(S. Dak.)
Foster	(Texas)
Peterson	(Utah)

Voting no:

Dotson	(Ala.)
McDanal	(Ala.)
Steele	(Kans.)

Vote not recorded:

**Coleman	(La.)
Gilmore	(Mass.)
Davenport	(Mich.)
Savage	(Ohio)
Mitchell	(Pa.)
Fujimori	(Ex. Com.)

Absent:

Dunn	(Mass.)
Johnson-Taylor	(Mass.)
Dorsey	(Ohio)
Mosher	(OV)

*Alternate director

****Jesse Coleman** (Louisiana) was not present for the vote but requested that his affirmative position be indicated.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

And now, the NEA Members Insurance Trust is pleased to announce a major improvement in this valuable coverage. Beginning this spring, your Association-sponsored program will offer the option of a second plan that provides new, higher limits of protection.

Watch your mail for complete details of this exciting new development in AD&D. If you want information immediately, complete the coupon.

Underwritten by:
Prudential
The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA...Working for you

R-6-82

The Prudential Insurance Company of America
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, Pennsylvania 19304

Please send me complete details on my Association's Accidental Death & Dismemberment Plan.

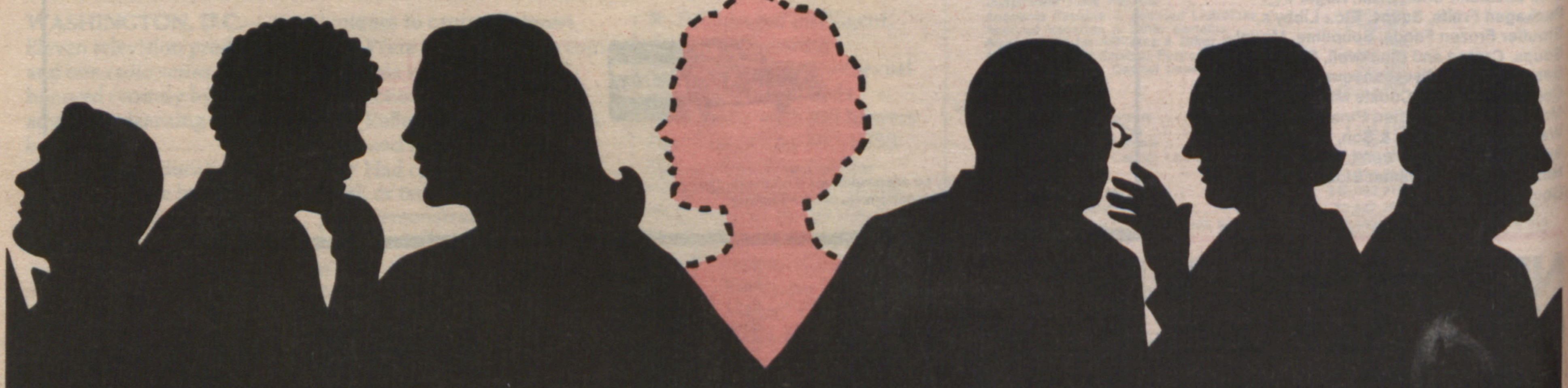
Name: ______________________

Address: ______________________

City: ______________________

State: ______________ Zip: ________

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

June 1982
Vol. 21, No. 4
National
Education
Association
Washington, D.C.

NEA REPORTER

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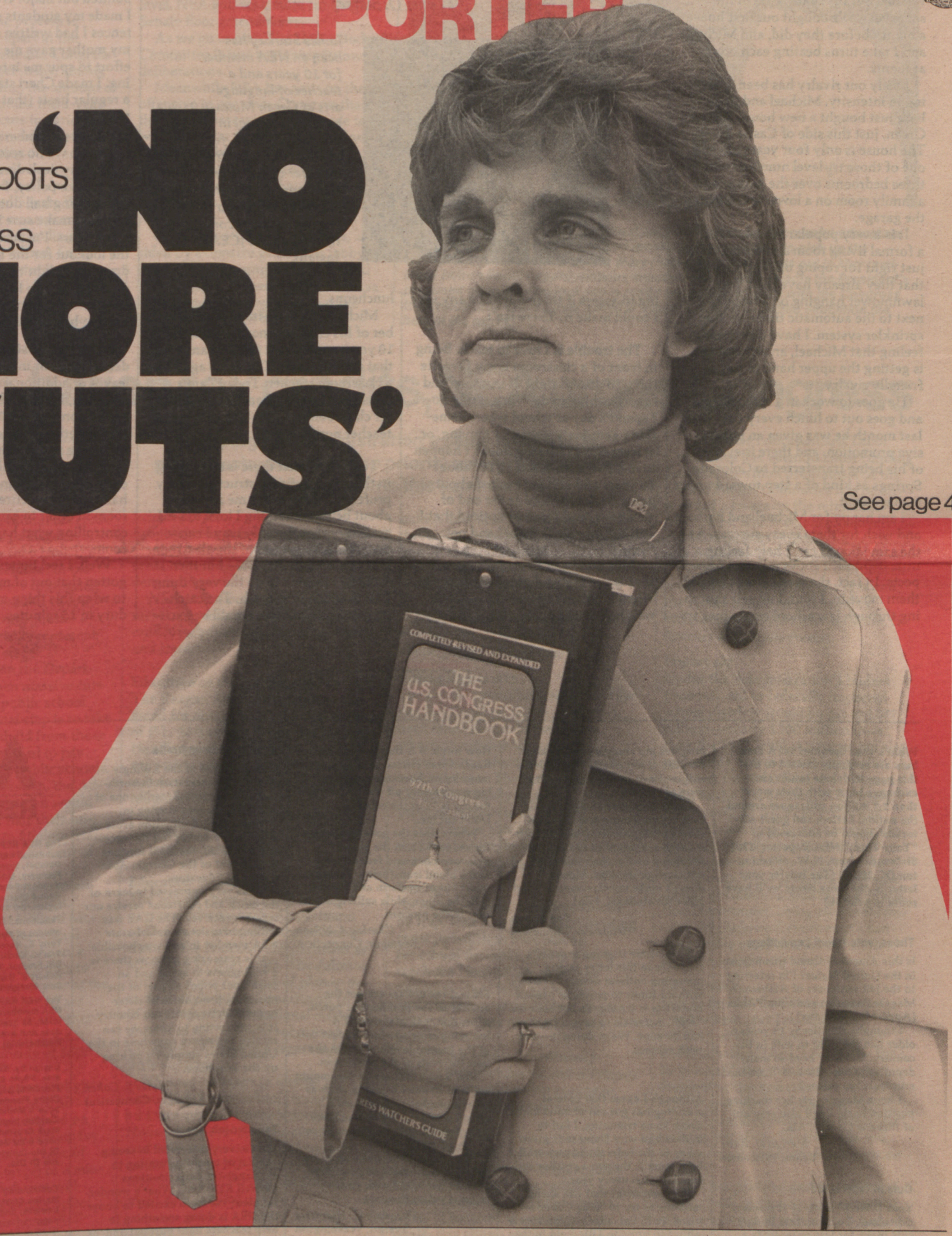
NEA GRASSROOTS TELLS CONGRESS

'NO MORE CUTS'



See page 4

ALSO IN THIS ISSUE: **Special edition for school support staff members (see pages 8-9)**

'The trouble is I love to teach'

by James D. Starkey

James Starkey has been an NEA member for 10 years and a teacher of language arts at Green Mountain High School in Lakewood, Colo., for eight years. An active member of the Jefferson County Education Association, he is a regular editorial contributor to the JCEA Insight.

We have a friendly rivalry with our friends Michael and Barbara. We all graduated from college at approximately the same time. We got married within a month of each other. We had our first baby girls in the same year. We bought our first house a month before they did, and Michael and I take turns beating each other at tennis.

Lately our rivalry has been growing in intensity. Michael and Barbara just bought a new house at Acres Green, just this side of Castle Rock. The house is only four years old and one of those tri-level numbers with three bedrooms over the garage and a family room on a lower level behind the garage.

It is a very popular model. It has a formal living room and dining room just right for roping off, and I noticed that they already have their Toro lawnmower hanging on a wooden peg next to the automatic timer for the sprinkler system. I have this uneasy feeling that Michael, an accountant, is getting the upper hand in our friendly rivalry.

He goes to work in a coat and tie and goes out to lunch every day. Just last month he was given an impressive promotion, and there is even talk of his being transferred to Colorado Springs as kind of a step toward upper management.

I am happy for Michael and Barbara and wish for them every success. At the same time, I can't help feeling a little depressed about my own prospects. In fact, the week after I helped them move in, I found myself thumbing through law school catalogues trying to assess if there might be any way I could make it. There isn't.

The trouble is I love to teach. Being in front of a classroom is my favorite thing to do. All right, it is my second favorite thing to do. Very rarely do I spend a day at school where something genuinely warm, or moving, or at least ego-gratifying doesn't happen to me. I've been teaching for about 10 years and still get excited about going back to school at the end of vacations, and I've just noticed that I still call my job "school" and not "work"!

But I don't see any progress, and that is precisely what is bothering me when I look at my friends and their new house and promotion and daily luncheons.

Michael is a more important member of his company now than he was 10 years ago. I don't think I can say that about myself. Ten years ago I was a classroom teacher. Today I am a classroom teacher. I am a much better classroom teacher, but a classroom teacher nonetheless.

I am angry that there is something in the organizational structure of my profession that makes me feel bad about being something I love to be. I am angry that the only way I can progress is to get out of the classroom and into administration—but then I wouldn't be able to do the very thing I love, which is to teach. The catch-22 element of all this would be exciting if it weren't so depressing.

I remember always doing the fun things associated with teaching when I was playing school with Cheri Quick on my back porch in Estes Park. I pointed out major rivers on my globe. I made my students copy down sentences I had written on the blackboard my mother gave me in an ill-concealed effort to spur me into this noble calling. I made Cheri stay after school on a regular basis (that girl had no discipline).

I don't remember playing administrator. I have no recollection of sitting behind my desk dreaming up a new attendance policy. I don't remember ever pulling hall duty, or checking my watch to make sure I put in my full eight hours. I'm sure I was never on the lookout for the tell-tale signs of drug use. I didn't know the meaning of discretion, so I didn't have to worry about exercising it. Playing school used to be a lot of fun.

More than cost-of-living raises or dental plans or intelligent maternity leaves or additional steps to the salary schedule, I want to be treated like a professional with 10 years of invaluable experience under my belt. I want to be able to determine things like curriculum and schedules and the way I choose to take attendance without having to first retire from the classroom in order to earn the privilege of controlling what happens in the classroom.

Well, I feel better now that I've gotten that out of my system. I've got to wrap this thing up. I've got hall duty in 15 minutes. □

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Those 'vote fraud' convictions

Is this America? Could this happen in the United States? I'm referring to the jail sentences of Alabama's Maggie Bozeman and Julia Wilder [April-May *Reporter*].

I thought all citizens 18 years or older had the right to vote in this country. Did they need so many deputies to take the two "hardened criminals" to prison?

I hope Maggie gets her teaching position back. I will also stay out of Pickens County, Ala.

Merlyn D. Rabe
Beloit, Wisconsin

Cuts in federal aid

Your [March] cover is absolutely ridiculous. To claim that budget cuts make for less progress is a slap in the face to all quality teachers. Just whose side are you on? *I* make my classroom work! My efforts make me proud of the progress my students are making! Because of my efforts my students will continue to make progress in spite of cutbacks.

I wish President Reagan would visit my classroom and the classrooms of thousands of other teachers who are proud of the job they are doing and of their heavily criticized profession. Money doesn't make my classroom a good place for students, I do!

Ray Brown
Hendricks, Minnesota

P.S. Someone is going to write a response to this letter saying, "Try operating without money." *Totally* without funds to purchase *needed* materials is wrong. To cut back on "frill" materials to save a teacher can be done. We're doing it—and with success.

Although I agree that federal spending has got out of hand and needs some trimming, I fail to understand why Defense is given a key to the federal treasury while Education is thrown a smaller and smaller crust every year.

A government that can spend millions to try to "stop Communism" in El Salvador . . . can surely afford to provide Title I aid to the "truly needy" children who deserve it.

Freddy Dellinger
North Wilkesboro, North Carolina

How ironic it is that President Reagan was elected by a clear majority on his campaign to get big government off our backs. Now the cry is "Cut the other guy. Don't cut me."

Where does the government get the money? From the people. Someone once said federal aid is like a blood transfusion: taking a quart out of one arm and putting it in the other while spilling a pint in the process.

Charles A. Nilson
Seymour, Connecticut

Federal tax dollars are not the answer to the problems of public education, and massive NEA lobbying efforts to halt budget cuts at the federal level are not in the best interests of the profession.

The issues that are of paramount concern to most teachers, such as salaries and class size, need a sound economy. To help achieve that, federal spending must be cut . . . in all areas.

NEA leadership, wake up to the fact that thousands of your members do not agree with your current political stance.

Theodore G. Hiemstra
Everett, Washington

The word is WRECKONOMICS.

Beatrice C. Boyles
Wilmington, Delaware

A nationwide umbrella

I am president of the Killingly Education Association in northeast Connecticut. Recently one of our members was visiting in another state. A situation arose in which our member felt the necessity to contact the legal services department of the Georgia Association of Educators.

I was very impressed to learn of the quick and courteous service our member received. The GAE was willing to assist an out-of-state NEA member in any way possible.

It is reassuring to know there is a willingness to assist and an open-door policy as part of the operating procedures of sister organizations across our country. It is comforting to know we can receive assistance anywhere in the United States simply by picking up the telephone.

Myles S. Cohen
Killingly, Connecticut

Teacher job swaps

We are very interested in seeing the list of teachers wanting to exchange teaching positions [March *Reporter*]. What a wonderful idea! We were excited to know the NEA is doing something to help teachers fight burnout and/or learn from a new environment.

Thanks a million!

Ann and *Don Heiman*
Sterling, Colorado

NEA REPORTER

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1983 federal budget: to be or not to be?

WASHINGTON, D.C.—Will there be a 1983 federal budget? Depending on whom you ask, the answers are yes, no, and maybe.

The budget-setting process is threatening to come apart at the seams, as the President and Congress battle over key budget items, among them defense spending, the amount of the President's scheduled third-year tax cut, and further cuts in various domestic programs, including education and Social Security.

The budget deadlock was broken somewhat in early May when the Republican-controlled Senate Budget Committee voted for a compromise budget that would cut spending and increase taxes by $77 billion. Forty billion dollars would come from unspecified cuts in Social Security over the next three years.

If the Senate proposal goes through, federal education spending would be reduced by $1 billion, to $11.6 billion—about $4 billion less than the 1981 level. NEA will seek more funding via Senate floor amendments.

As we go to press the House Budget Committee is just beginning its own deliberations.

Meanwhile NEA has gone on the offensive to convince Congress that the budget process must be made to work, in order to avoid another continuing resolution. Such stop-gap measures—passed in lieu of regular appropriations bills—have sharply reduced education spending the past two years.

Working with key committees, and aided by extensive grassroots lobbying, NEA is pressing hard for an end to the budget impasse and an increase in education funding to at least the 1981 level of $15.6 billion. ☐

"President Reagan would cut federal support for proven, successful education programs at a time when states and localities are least able to pick up the slack," NEA Secretary-Treasurer Mary Hatwood Futrell points out in May testimony before Senate appropriations subcommittee. "NEA rejects the President's proposed education budget and is ready and willing to work with the Congress to develop alternatives truly aimed at keeping American public education the best in the world."

Reject tuition tax credits, NEA urges Congress

WASHINGTON, D.C.—Income tax credits for parents who pay private or parochial school tuition are becoming the hottest educational issue in the 97th Congress.

Unlike 1978, when tuition tax credits came quite close to passage on Capitol Hill, this time they have the support of the White House. In the Reagan Administration's continuing efforts to reverse the federal government's role in supporting public schools, tuition tax credits represent the third or "payoff" stage.

First came attacks on the Department of Education, then massive cuts in federal funding of public school programs. Now the final step is to take the money being withheld from those programs and use it instead to pay parents to abandon the public schools.

After a two-year phase-in, the Administration's tax credit plan would reimburse parents for half their tuition bills for children in kindergarten through high school, up to a limit of $500 per pupil per year.

"We have no quarrel with America's private or parochial schools," stresses NEA President Willard McGuire. "It's simply not the federal government's place to help finance them. When federal aid amounts to less than $130 per child per year at the tuition-free public schools that are open to all, why should schools that are able to select their own student bodies get a federal subsidy of $500 per child?"

At press time Association lobbyists were identifying the members of Congress who remain undecided on tuition tax credits and who are up for reelection this fall. This key bloc of lawmakers will be the target of a massive NEA lobbying effort that will include personal contacts on Capitol Hill, radio spots in their home districts, and telephone calls and letters to their offices back home as well as in Washington.

Meanwhile, on other fronts:

Stopping the Administration's plans to subsidize private schools will be top priority among NEA's many lobbying efforts this summer.

School prayer
Proposals for a constitutional amendment to permit prayer in public schools were endorsed by the President in May.

NEA will oppose such an amendment as a violation of the time-honored principle of separation of church and state.

Education of the handicapped
The Reagan Administration has targeted for deregulation some 20 areas of P.L. 94-142, the Education for All Handicapped Children Act, and is proposing amendments that would substantially weaken the statute and reduce its funding.

NEA will be working to ensure the continued funding and effectiveness of this landmark 1975 law.

Education Department
The Senate voted recently to keep overseas schools in the Department of Defense, rather than transferring them to the Education Department as scheduled by May 1983. The Administration's much-talked-of plan to demote the Education Department to a "Foundation for Educational Assistance" has not yet been submitted to Congress, where there seems to be little support.

NEA will attempt to reverse the Senate's overseas schools transfer measure when it comes before a House-Senate conference committee and will gear up a drive to keep education's seat in the cabinet should legislation to eliminate the Department ever surface.

GI bill
A new GI bill now before the House Committee on Armed Services would offer high school graduates $200 a month in education benefits for a three-year enlistment and would allow up to $400 a month in additional benefits for persons in critical skill areas. The Administration opposes any new benefit.

NEA supports increased GI education benefits as important to economic growth and recovery.

Voting Rights Act
The House approved extension of the Act last October, but progress has been much slower in the Senate, where opponents have sought to water down enforcement powers under the law. The Senate Judiciary Committee finally approved a compromise version in early May.

NEA views this bill as better than the Senate's original proposal and will press for passage by the full Senate.

Busing
As we go to press, a bill introduced by Rep. Ron Mottl (D-Ohio) limiting court jurisdiction over busing for school desegregation is soon to reach the House floor. A Senate measure—the Helms-Johnston amendment—would restrict bus trips to not more than five miles or 15 minutes.

NEA has lobbied extensively against the amendment and continues to work with civil rights groups to oppose all such anti-busing bills.

Child nutrition
The Agriculture Department has published new school lunch regulations that extend to elementary schools the option of "offer versus serve." Designed to reduce plate waste, this allows students to choose as few as three of the required menu items while the school continues to receive full federal reimbursement.

The House Education and Labor Committee has voted to boost funding for child nutrition programs, but the Senate Budget Committee has recommended a freeze on the reimbursement rates, which would effectively cut $300 million from school lunch and breakfast programs next year.

NEA sought and won the proposed school lunch regulation changes and the House action recommending increased funds for child nutrition. It opposes the Senate freeze.

Impact aid
Under the Administration's budget proposal, aid to federally impacted school districts would be cut to $287 million—nearly $300 million lower than the 1981 level. Attempts are also under way to transfer this popular program from the Education Department to the Department of Defense.

Recently 35 NEA congressional contact team members from districts that rely heavily on impact aid lobbied House members against these two threats. NEA supports increased impact aid administered by the Education Department, citing past problems with the Defense Department's handling of the much smaller education programs it already administers.

Job training
Bills to replace the Comprehensive Employment and Training Act (CETA), which expires this fall, are under consideration. H.R. 5320—the $6 billion House measure—would designate cities and counties as "prime sponsors" to run a variety of federally funded programs, including training for 16- to 20-year-olds and summer work experiences for persons 14 to 21.

NEA has testified and is working closely with congressional committee members and staff to enact job training legislation that ensures a prime role for public schools and teachers. The House bill meets NEA's key criteria. ☐

To the 'Hill'... ...and back

NEA congressional contact team member Jan Nicolay urges federal support for public education

WASHINGTON, D.C.—One day this spring, the grassroots came to call on Capitol Hill. More than 250 NEA congressional contact team members from across the country delivered a message to every member of the U.S. Senate and to key members of the House: Don't cut federal aid to education.

Jan Nicolay is a contact team member from Sioux Falls, S. Dak. An English and speech teacher at Washington High School, she is also president of the Sioux Falls Education Association.

On this, her third trip to Washington as a teacher-lobbyist, the nervousness and insecurity of her first visit are gone, replaced by a sense of urgency over the Reagan Administration's assault on public education.

"Public education is the most basic necessity in a free society," says Nicolay, "but President Reagan has really gone after it, along with human service programs. His proposals to give tuition tax credits to those who choose *private* schools would cost millions more than the amount of federal aid to *public* education. That disturbs me—and it would disturb me even if I weren't an educator."

South Dakota teacher Jan Nicolay discusses proposed cuts in federal aid to schools with Rep. Tom Daschle.

On her visits to the offices of her two senators—Larry Pressler and James Abdnor—and one of two South Dakota House members—Tom Daschle—Nicolay carries with her an NEA computer printout showing exactly what President Reagan's 1983 budget proposals would do to education in South Dakota.

She does not like what those figures reveal: the loss of $6.3 million in impact aid, $3.1 million in Title I monies, and $1.7 million in aid to handicapped, vocational, and adult education (compared to 1981 levels).

The 20-year teaching veteran sees data as the key to effective lobbying. "A little inaccurate information," Nicolay says, "can wreck your credibility."

She and her colleagues—South Dakota Education Association Executive Director Bill Sundermeyer, President Dianna Miller, Vice President Dave Dangel, and Meade Education Association member Francie Ruebel—make their first Capitol Hill stop at the office of Representative Tom Daschle to confirm an evening meeting.

Then it's on to Senator Pressler's office. There an aide, in response to contact team probing, reveals Pressler is leaning toward support for tuition tax credits for higher education. But like other Republican senators, he's also taking a look at possible defense cuts in the 1983 budget.

Because of other commitments the meeting with Pressler lasts just five minutes, most of which goes for a photo session with the senator and the NEA team members, arranged by the Senator's press photographer.

Next comes a visit with Senator Abdnor. This half-hour discussion is wide ranging, running from budget deliberations ("you're more informed than we are sometimes," the senator says) to drugs in schools. Team members point out that student alcohol abuse is just as much a problem as drug abuse.

Abdnor then predicts that efforts to dismantle the Department of Education are dead this year. With that, the senator responds to a loud buzzer calling him off to a floor vote.

Politics dominates the dinner meeting with Rep. Daschle. As a result of redistricting, two incumbent members of Congress—Democrat Daschle and Republican Clint Roberts—will be pitted against each other in November.

Daschle, who had a perfect voting record on NEA issues in the first session of the 97th Congress and who also backs NEA's positions on ERA, tuition tax credits, collective bargaining, and the Department of Education, has won the 1982 endorsement of NEA-PAC and SD-EPIC.

"I don't think Congress is going to blindly follow Reagan anymore," says Jan Nicolay, a Republican. "They're starting to question what he's up to."

He reiterates for Nicolay and the other team members his support of the Association's key concerns.

The next morning Nicolay reflects on her Hill visits.

"These trips don't often change a politican's mind," she notes, "but at least they know where we stand. And along with regular mail and phone calls plus visits to their home offices, they're another way we can keep our issues before them."

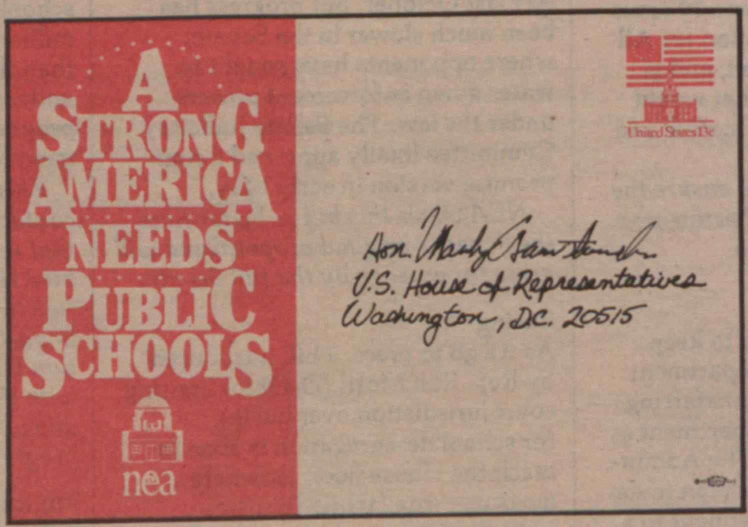
Nicolay's experience in advocating the cause of public education has motivated her to run in the June primary for a seat in the South Dakota House of Representatives—her first try at public office.

Nicolay and the other contact team members will be watching closely as this year's elections bring members of Congress—and their voting records—back home to the grassroots.

That's where the votes are. And that's why the work of contact team members—and of *all* NEA members—in lobbying their representatives back home is so crucial in the battle to save public education. ☐

Back home, Jan Nicolay briefs members of the Sioux Falls Education Association on her lobbying efforts in Washington.

NEA launches lobby-by-mail drive



WASHINGTON, D.C.—As the House of Representatives neared its first major vote on the 1983 federal budget last month, postcards from thousands of Association members poured in to all 435 House members urging support for federal aid to public education.

NEA's congressional contact teams and state Associations spearheaded the mail drive by distributing some 100,000 postcards to Association members. But this massive mail effort doesn't end there.

The contact teams are also asking NEA members to authorize their national organization to send Congress pro-education messages in their names over the summer, on issues selected by the members themselves—budget cuts, tuition tax credits, survival of the Department of Education, and others.

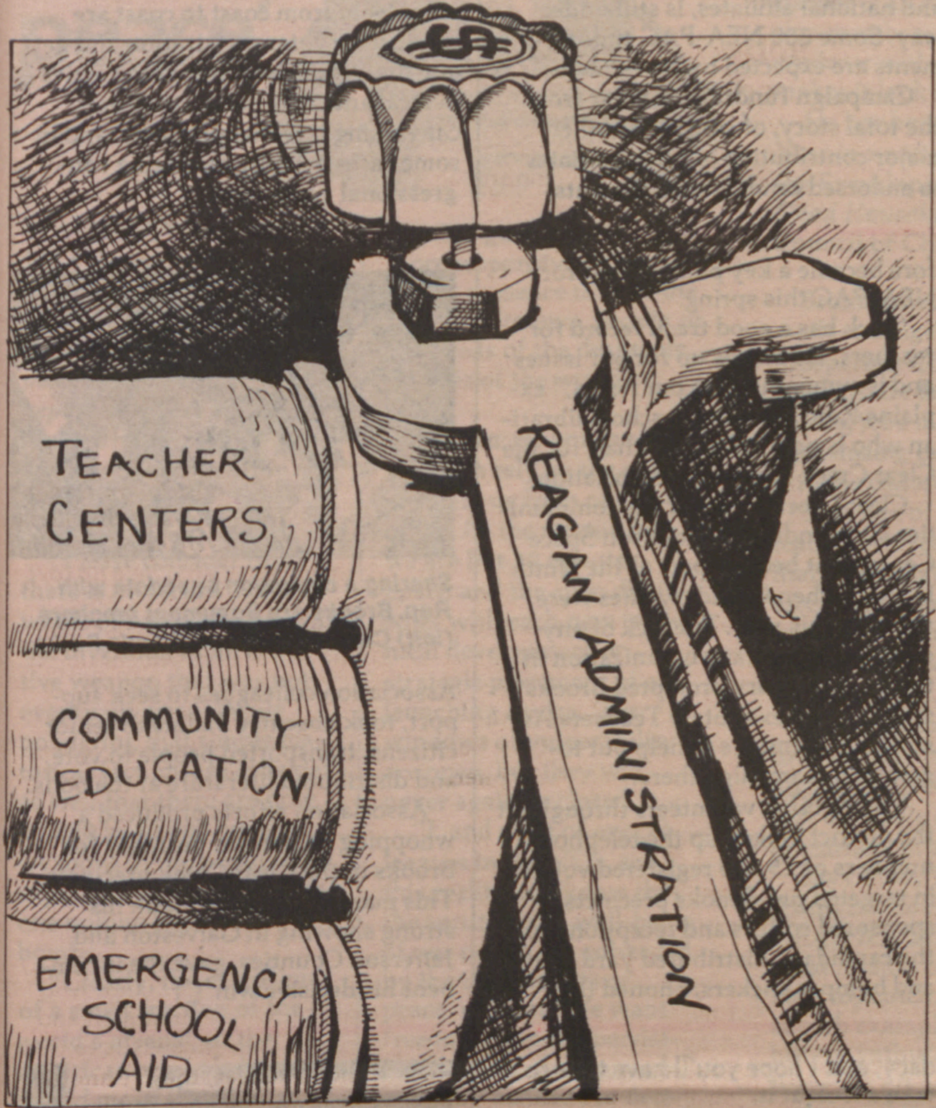
"This preauthorization program is designed to supplement, not replace individual postcard and letter writing," explains NEA Government Relations Director Linda Tarr-Whelan, "and it will help us solve a growing problem."

Congress sets budget targets in the spring, Tarr-Whelan explains, but budget authorizations are voted on during the summer months when schools are closed, making it difficult to mount strong issue-oriented mail barrages.

"Preauthorization gives us the ability to respond quickly and in strength at any time legislation comes up in Congress," says Tarr-Whelan. "It's another tool in our efforts to defend public education from the current assault."

You can participate in the preauthorization drive by contacting your congressional contact team member, UniServ director, or local Association president, or by writing directly to NEA Government Relations at 1201 Sixteenth Street, N.W., Washington, DC 20036. ☐

Block grants may spell doom for many school programs



WASHINGTON, D.C.—The new education block grants, folding nearly 30 federal school aid programs into a single package, take effect October 1.

Right now's the time, however, for Association members to start making sure that public education doesn't get further shortchanged under the new minimal federal regulations governing the grants.

Conceived by the Reagan Administration as a way to "get government off our backs," the block grant approach is little more than a thinly veiled attempt to further shrink the federal role in public education. Total funding for the formerly separate programs has been chopped to $432 million for the coming school year—nearly 50 percent below 1980 levels.

While proposed as an "interim" measure, the block grant concept may well signal the end of federal aid for many critical programs, as state and local education agencies become free to pick and choose which of the programs to fund with their scarce federal dollars.

Teacher centers, community education, and emergency school aid are among the programs that will now have to compete against each other for block grant money.

Although federal guidelines for the block grants are sketchy, they do make specific provisions for services to children in private schools—while offering no protections or guarantees for public school students.

Filing official comments with the Department of Education in April, NEA criticized this discrepancy and many other obvious shortcomings in the regs, pointing out that there is no evidence to suggest that students will be any better served by consolidating programs.

Eighty percent of each state's block grant funds will be distributed locally on the basis of enrollment in public and private schools. The remainder will be retained by the states for administration and other projects.

Overseeing each state's grants will be an advisory committee appointed by the governor. Because of the committee's advisory status, there is no assurance that the concerns of teachers, parents, or students will be met, but it is important that all three at least be represented.

"The advisory groups will set distribution formulas for local education agencies to follow," notes NEA's Federal Agency Relations Manager Warlene Gary, "and will determine how the state block grant funds will be used. We must ensure equal opportunity for all children in this process."

Beyond assuring teacher participation on the state advisory committee, NEA affiliates will need to maintain contact with the governor's office and those assigned to administer each state's block grant. Locally and on the state level, NEA members will need to monitor the education agencies that will actually be applying for and spending block grant money. □

Teacher centers face struggle to survive

WASHINGTON, D.C.—Since 1976, federal money has been available to establish teacher centers around the country.

The most popular and effective new idea in continuing education to come along in decades, teacher centers are designed and run by teachers to improve their instructional skills and to develop curricula addressing the special needs of their students.

After July 1, however, teacher centers face an uncertain future. They and almost 30 other education programs that formerly got their own guaranteed federal dollars will be consolidated and forced to compete at state and local levels for the new education "block grants" from Washington *(see story above)*.

It will be up to state and local education agencies to decide how large a slice, if any, of their new smaller block grant pie to give to teacher centers.

Anticipating sharp drops in funding, local policy boards that have run the federally funded centers are now working to find new financial resources to keep on operating. For example:

► New Hampshire's first teacher center, in Manchester, is regionalizing its services. Beginning in September, the center will serve teachers in 15 school districts, charging each district an annual fee. In addition, the center will start charging teachers for programs and workshops.

The center's survival plan also calls for building coalitions with business and industry. "Our area is highly technological," explains policy board member Donna Murphy, a classroom teacher. "With financial support from business and industry, the center can train teachers to help students become competent in data processing and computer fields."

► The Santa Clara County, Calif., teacher center plans to publish and sell teacher-created instructional materials. Now serving 30 school districts, the center will charge new districts an entry fee and will also begin charging for staff consultant time.

"While the Santa Clara County Office of Education has agreed to provide some funds and space for the center, it is up to us to tap other sources," says policy board chair Pat Barnes. "We are confident that through intensive efforts we'll get some funds from the state and the private sector."

► Dover, Del., teachers are working through the state legislature. They hope either to obtain one-year funding legislation for their teacher center or else to make it a regular part of the local school budget.

The teacher center: a place to sharpen skills and share classroom strategies.

► The Arkansas Education Association is helping teacher centers in Hot Springs and Texarkana to push for state and local funding. AEA helped the two centers organize teachers, parents, and administrators who petitioned the governor to provide funds for the centers. There is no word yet on the governor's decision, but state legislators have pledged their support.

Meanwhile, the local board of education has voted unanimously to keep the Hot Springs teacher center alive. Reports Bill Nipper, director of the center, "We lost some resources—several staff people, for example. But we met our most important objective: our doors will remain open."

In the rush to find alternative strategies for teacher center funding, "don't overlook the block grant process itself," advises NEA/IPD Director Sharon Robinson. "When lobbying to get scarce federal block grant funds allocated to teacher centers, teachers can bolster their case by focusing on their centers' successes—in staff development, new teacher resources, and continuing education innovations.

"The whole NEA network—including state Association IPD staff, lobbyists, IPD committees, and UniServ staff—continues to support teacher centers," Robinson adds. "This kind of support does not depend on outside funds." □

ELECTIONS 1982

Associations take sides in congressional races

WASHINGTON, D.C.—Association members around the country have contributed over $500,000 so far to NEA's political war chest for the 1982 congressional elections.

California tops the nation in total NEA-PAC contributions, at $60,112. States leading in average contributions per member are Wyoming, Alaska, Hawaii, Washington, and Alabama.

NEA-PAC funds are used to help elect friends of public education to federal office. NEA-PAC's bipartisan endorsement process, involving thorough interviews of candidates and requiring concurrence by both state and national affiliates, is still under way. Some 300 NEA-PAC endorsements are expected by November.

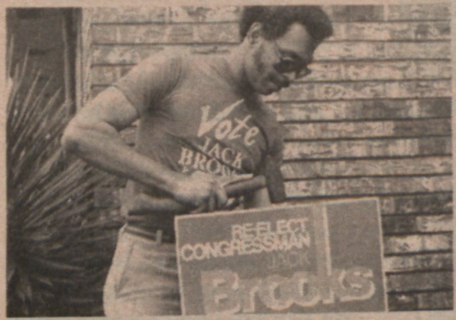
Campaign fundraising is far from the total story, of course. Another major contribution of NEA affiliates to endorsed candidates is the nuts-and-bolts campaign work of thousands of politically skilled Association members.

As the 1982 races begin to heat up, teachers and other NEA member volunteers from coast to coast are conducting voter registration and get-out-the-vote drives, becoming active in local and state party structures, canvassing targeted precincts, and in some cases actually managing congressional campaigns. □

IN TEXAS

TSTA/NEA goes all out for a longtime friend

BEAUMONT—Association members on Texas' booming southeast Gulf Coast put their all into Rep. Jack Brooks' successful battle to win the Democratic primary here May 1 over four conservative challengers.



Efforts of activists like Beaumont CTA President-Elect Charles Finnell were key to Brooks' first-ballot win.

Paying tribute to teachers' key role, Brooks saluted the "literally thousands of hours of volunteer work by classroom teachers who brought enthusiasm, energy, and dedication" to his campaign.

Brooks has represented Texas' Ninth Congressional District since 1952. He now chairs the House Government Operations Committee, through which any plan to dismantle the cabinet-level U.S. Department of Education would have to pass. His tough battle for renomination therefore became a key political test for NEA-PAC this spring.

"Jack has a good track record for teachers. He stands up for our issues and is sympathetic to our needs," explains Ruth Dowling, a school librarian who is political action chair for the Clear Creek Educators Association.

Clear Creek is one of the communities surrounding the Johnson Space Center that became part of the Ninth District when boundary lines were redrawn this year. The lack of any existing Democratic organization in this new territory prompted Brooks' staff to ask Texas State Teachers Association members to help put together his campaign there.

TSTA/NEA volunteers throughout the district looked up the telephone numbers of 15,000 registered voters in targeted pro-Brooks precincts, sponsored coffees and receptions for the candidate, distributed yard signs and bumper stickers, phoned their

Sharing a campaign anecdote with Rep. Brooks are Beaumont teachers (left) Carole Smith and Wanda Parks.

Association colleagues to seek support, took absentee ballots to senior citizens, transported people to vote, and distributed literature at the polls.

Association efforts produced a whopping 66 percent plurality for Brooks in the Clear Creek precincts. This margin, combined with his strong showing in Galveston and Jefferson Counties, gave the incumbent his decisive win. □

IN OREGON

'People power' strengthens a member's bid for Congress

SALEM—An outspoken red-haired grandmother on leave from her teaching post at Mount Hood Community College is running for Congress in Oregon's new Fifth District.

State senator and Association member Ruth McFarland has the enthusiastic endorsement of NEA-PAC and the Oregon Education Association's political action arm.

If she wins the nomination in late May over her four opponents in the Democratic primary, McFarland will run against Republican Denny Smith

When it comes to his favorite candidate, Corvallis speech teacher Rick Wallace believes in communicating visually as well as orally.

in November. Smith has served one term in Congress, representing the huge Second District that covers the sparsely populated eastern half of the state. He chose to run in the new 5th District this year when Oregon gained an extra congressional seat.

Smith is therefore not technically an incumbent, but he has the advantages of incumbency, including name recognition and money. He is an arch-conservative who unseated longtime Oregon Congressman Al Ullman in 1980 through a negative campaign heavily financed by the National Conservative Political Action Committee (NC-PAC).

Smith, a wealthy newspaper owner, has so far voted "wrong" on every single education issue that's come up in the House and has earned a reputation as one of the least effective freshmen in the 97th Congress.

Whoever runs against him will be outspent at least seven to one. McFarland isn't worried. "We can't do it with money," she cheerfully admits, "so we'll have to do it with brains."

McFarland has people power on her side. Association volunteers are going door to door in the Fifth District as the primary approaches. Their pitch is time-honored but effective. "Good afternoon. I'm supporting Ruth McFarland for Congress. I have some literature here about her candidacy, and I hope you'll have time to take a look at it."

Such personal contact is not only much cheaper than using the mails but is also more likely to get her brochures read by Oregon's traditionally independent and thoughtful voters.

One of McFarland's campaign slogans is "A voice for Oregon—not a rubber stamp for Reagan." Oregonians, who have watched their lumber-based economy go straight downhill under the Administration's high interest rates, are fed up with Reaganomics. Unemployment now stands at 12 percent statewide and is over 30 percent in some mill towns. □

"Young women vote for me because I'm a feminist, old women because I'm a grandmother, young men because I'm strong, and old men because I'm sexy," explains Ruth McFarland.

...nor is NEA ignoring 1984

NEA President Willard McGuire (center) confers with South Carolina Education Association President Elaine Marks and Assistant Executive Director Joe Grant during meeting of a special NEA committee appointed by McGuire to study delegate selection procedures for the 1984 Democratic and Republican national conventions. Other committee members, representing key primary or caucus states, are Maine Teachers Association President Beth Supranovich and Executive Director John Marvin; NEA Executive Committee member Pearl Mack of Illinois and IEA Executive Director John Ryor; Iowa State Education Association President-Elect Phoebe Tupper and Political Action Specialist George Brown; and NEA-New Hampshire President Bill Shanahan and Executive Director Mel Myler.

'Let us all speak of peace'

WASHINGTON, D.C.— *NEA Executive Director Terry Herndon was invited to share his thoughts on America's new grassroots peace movement with reporters at the National Press Club here in April. Here are excerpts from his remarks.*

"Please consider that there is no record in the whole of human history of the invention of an effective weapon that was not eventually used. While pondering that simple historical fact, please consider as well that there are now 40,000 to 50,000 nuclear weapons in the world, with explosive power exceeding one million Hiroshima bombs.

"Clearly, the explosion of a small fraction of the world's arsenal, or the American arsenal alone, would mean that civilization as we know it will cease to exist.

"In such a world the 'common defense' is to be found only in the aggressive pursuit of peace. The imposition of a self-serving Pax Americana on the people of the world through military intimidation is impossible, and the persistent effort to do so does not promote our national security or our national defense.

"How do we consider that our extraordinary intellectual capacity and technical ability has led the world in the development of weaponry for 50 years, and yet we are more vulnerable to annihilation than ever before?

"Do we so doubt the efficacy of our wonderful democracy and our marvelous people that we give our present and our future over to a menacing Soviet pressure?

"We ring the globe with military installations because of the Soviets. We flood Europe with missiles because of the Soviets. We shrink from confrontation with apartheid because of the Soviets. Now we are pressured to cut welfare and education efforts because of the further Soviet nuclear buildup.

"Our government seems more responsive to the Soviet presence than to the needs of its own people or the needs of the desperate peoples of the world.

"Neither we nor the Soviets can rely on the seas to shield us from one another. As the missile flies we are but 30 minutes apart, and the span diminishes with each new technical development or strategic placement of a launching device. Our windows of vulnerability are open, but they will never again be closed.

"I, and most of my colleagues in the NEA, see this reality and know that the security and well-being of our nation are enhanced by the instruments of peace, not war. We want freedom from the persistent fear that governments, either by accident or decision, will end life on this marvelous planet. We, in 1982, will not accept Big Brother's declaration that 'War is Peace.'

"The omnipresent nuclear umbrella has not created jobs, filled bellies, ended oppression, or forestalled Soviet exploitation of human misery in the third world. Moreover, neither aggressive arms supply nor bellicose diplomacy arrested the creep of Marxism into Viet Nam, Cuba, Nicaragua, El Salvador, Afghanistan, or many other places. Then why do we rely on these policies for future defense?

"It is for the people of this nation to decide whether we will be the envy or the anxiety of the world. The better course is tough. It requires a solid and fair economy; a healthy, well educated, and hopeful population; and a stable, peaceful world order. The other is easy. It requires only threats, bellicose rhetoric, and more and more arms.

"I speak to you as a husband, father, brother, and son. I speak as a neighbor. I speak as a proud American. I speak as a teacher, and I pray, 'Let us all speak of peace.' " □

Ohio's Bruce Brombacher is

Teacher of the Year

UPPER ARLINGTON, OHIO—Bruce Brombacher is an NEA/Ohio Education Association member who combines dedication to his students with advocacy for teachers—and makes it look easy.

He has been named 1982 Teacher of the Year in a national competition sponsored by the Encyclopaedia Britannica Companies, *Good Housekeeping* magazine, and the Council of Chief State School Officers.

Brombacher, 33, teaches 8th and 9th grade math and algebra at Jones Junior High in this prosperous Columbus suburb. While some teachers are leaving the profession for higher paying jobs in industry, Brombacher gave up a promising career in scientific research to go into the classroom.

Says one of his former students, "Any teacher who can convince junior high students that mathematics is fascinating, absolutely essential to their lives, and can be learned by anyone intelligent enough to multiply money and divide a pizza among friends is way out front."

Says a parent, "He makes himself available to the students for help between classes and during his 'free' time. Mr. Brombacher has that desirable quality of reaching all levels of learners in a classroom."

Says Tracy Ludy, president of the Upper Arlington Education Association (UAEA), an OEA/NEA affiliate, "Bruce did in six years what it takes others a lifetime to accomplish. He's topnotch. Not only does he provide a superb example of what a teacher should be, but his enthusiastic support for the Association rubs off on others."

Agrees his principal, "Bruce is a great teacher and educator . . . he has had several opportunities to move into supervisory positions, but has chosen to stay in the classroom. Bruce could be anything he wants to be. We at Jones Junior High are glad he wants to be a teacher."

Teaching was not Brombacher's first career choice. He started out with a double major in math and physics, intending to go into scientific research. Vietnam intervened, and Brombacher spent a non-combat tour of duty serving in the military police and as a drug counselor. Upon his return, he resumed working toward his Ph.D. in physics.

As a graduate lab assistant, however, Brombacher found that he preferred teaching undergraduates to "the loneliness of the lab." At 27 he decided to become a teacher. Brombacher's switch in careers met with family approval—a dozen relatives have taught, including his wife Marcia, his mother, and his sister.

Does he ever regret leaving the lab for the classroom? "No," says Brombacher, "because kids are the most exciting people I could deal with. When I go home every night and see my 2½-year-old and my 4½-year-old, I see how much I mean in their lives. Then to also be part of the lives of 150 kids in my classes, and have an impact on them—it's exciting."

Brombacher is helping organize curriculum changes as Jones Junior High switches to a middle school, and he recently brought microcomputers into the classrooms. He would like to see children learning to use computers as early as kindergarten, "not because we want every student to become a sophisticated computer programmer, but because we want to teach them to use the computer as a tool."

The Brombachers do not have a home computer. ("We can't afford one," Marcia notes ruefully).

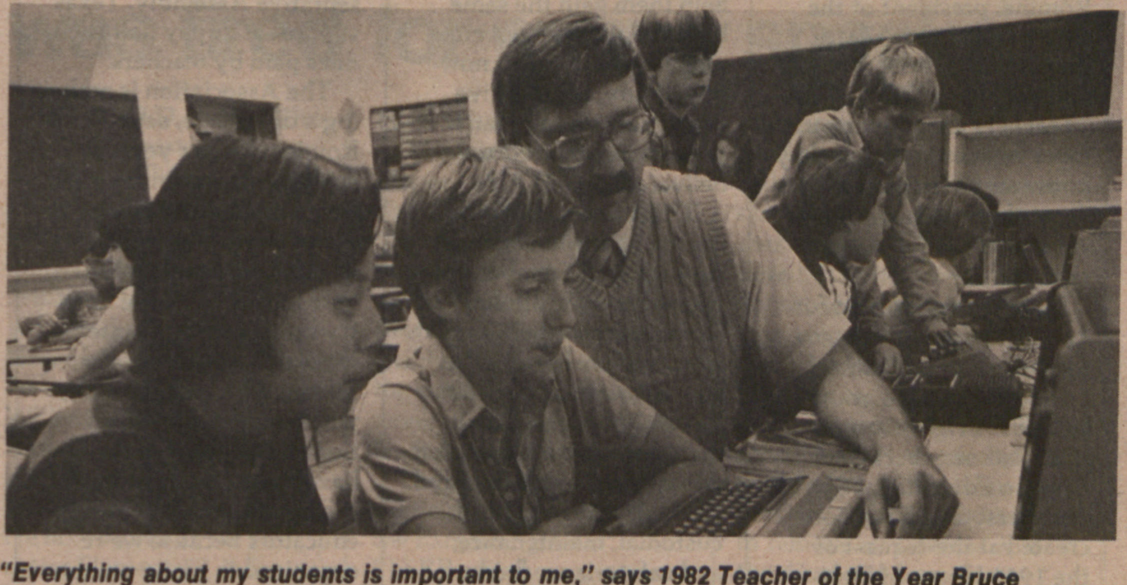
If he had not been selected Teacher of the Year, Brombacher would probably be the incoming vice-president of his local Association. "I had to turn down the nomination without telling them why," he laughs. He knew of his selection as Teacher of the Year weeks before it was publicly announced. He will spend most of next year traveling around the country speaking out for public education.

Brombacher has served as faculty representative and as a member of UAEA's negotiating team, where last year he endured 33 hours in one bargaining session. Others praised his role in helping teachers and school board members find common ground. Says Brombacher, "I've learned that both sides here are looking out for what's best for the kids."

He believes that the Association is an important peer support group. "If a teacher becomes isolated from the rest of the world, then not much will happen in that classroom that affects students' lives," he says. "We can't live in a vacuum. A lot of teacher stress arises when we take on responsibility for everything—we need to share our problems."

Brombacher received a crystal apple from First Lady Nancy Reagan in an April ceremony at the White House.

The 1982 Teacher of the Year has only one regret: "I feel bad that I'll be away from the kids for the next year." But while he's on the road, says Brombacher, "I want to tell people that there are some neat things happening in our classrooms. I'm going to share those stories and get the public involved." □



"Everything about my students is important to me," says 1982 Teacher of the Year Bruce Brombacher. "To me, teaching is not an eight-to-five job; rather, it's a 24-hour-a-day responsibility." A math teacher who introduced computers to his Ohio school system, Brombacher says he invites all his students to "become active participants in their own learning."

SPOTLIGHT ON SCHOOL SUPPORT STAFF

N.J. secretary wins grievance, goes back to work

NORTH ARLINGTON, N.J.—Helen Beute is back on the job as a secretary at North Arlington High, 2½ years after her position was "abolished."

In the summer of 1979 Beute was close to receiving tenure as a secretary when she was assigned to a new position as a telephone operator.

Only problem was, the schoolwide switchboard hadn't yet been installed, so Beute continued to file, keep books, and do the other clerical tasks she'd always been assigned. She assumed that she would become tenured as scheduled on September 1, after completing three years and one day of continuous full-time work.

Achieving tenure would mean that Beute could be fired only for "just cause," such as incompetence.

On September 11, Beute notified her supervisor—the newly appointed school business manager—that she needed emergency surgery. Two hours later Beute was told that her job—the telephone operator position that existed only on paper—would be abolished retroactively as of August 31, denying her tenure by one day.

Beute was out of work. A series of temporaries were hired to replace her.

"It was a very tough time for me," says Beute. "I was devastated. The school board refused to give me my last paycheck and denied I had worked for them during September. I called the New Jersey Education Association. I never had to fight for anything before in my life—but I wanted to win this."

And win Beute did, with the help of the North Arlington Secretaries Association/NJEA/NEA. "NJEA and NEA supported me, legally and morally," she says. "The Association did a marvelous job."

The school board claimed that Beute failed to earn tenure because she'd been assigned to her secretarial position in September on a "temporary" basis, awaiting placement as a telephone operator.

NJEA took Beute's grievance to the state commissioner of education, who ruled in her favor, noting that Beute had been assured she would be granted tenure and had never been accused of incompetency. He termed her dismissal "arbitrary and capricious." The State Board of Education upheld his ruling.

Beute has been reinstated with tenure; awarded credit for back pay, accumulated sick days, vacation leave, and pension benefits; and reimbursed for medical insurance premiums she paid while she was unemployed.

"My three children wouldn't let me give up," she says. "I had to stand on my own two feet and fight to keep my self-respect. When I came back to my job at the high school, many people told me they were glad I'd fought. Now I have every intention of working in the Association to help others." □

Texas support staff members will gain full rights by 1983

HOUSTON—The Texas State Teachers Association (TSTA/NEA) House of Delegates at its spring assembly here unanimously approved a plan to extend full membership rights to educational support staff members by 1983.

"I think teachers are accepting us," says Fern Romine, president of the Texas Educational Paraprofessionals Association, affiliated with TSTA/NEA. "Teachers are allowing us more freedom because they know we have the children's benefit in mind—we're not just taking up space."

Romine has worked for 12 years as an elementary teacher's aide in Bedford.

The proposal to grant full TSTA rights to support staff members came from an Educational Support Personnel Task Force created at the request of the 1981 House of Delegates.

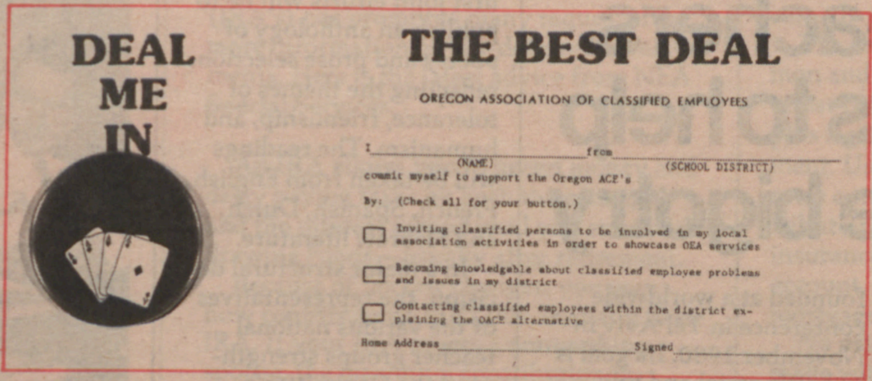
The task force reported this spring: "Educational support employees have witnessed active local teachers associations gain strength and benefits through organizing and negotiating. Educational support personnel are looking to TSTA to assist them in the formation of local associations and to help them gain the same benefits other school employees seek. They know few, if any, competitive organizations can match the services offered and delivered by TSTA."

TSTA delegates (who for the first time included support staff members) created an Educational Support Personnel Council, which will help organize support staff throughout Texas. The Council will include paraprofessionals, educational secretaries and clerks, bus drivers, and custodial, maintenance, and cafeteria workers.

With the expected passage of a bylaw amendment by TSTA delegates next spring, educational support staff members will be able to vote for candidates and to run for office within TSTA by 1983-84. They already enjoy all other membership privileges, including the right to vote for and run as delegates to the NEA Representative Assembly. Texas support staff pay half the dues paid by teachers.

The Association is making a difference, says Romine. "After years of struggle, we're finally getting paid more nearly what we're worth—though not as much as people in private industry. We're now trying to convince state legislators to fund higher salaries for teachers' aides who have greater education and experience. We have more power and we can communicate better as educators because we're organized." □

Listening intently as TSTA delegates endorse plan to grant full rights to support staff members are (with glasses) Fern Romine, president of the Texas Educational Paraprofessionals Association; Arlette Collins, vice-chair of TSTA's ESP Task Force and president of the Beaumont Paraprofessional Association; and (left) Elayne Hunt, member of NEA Board of Directors.


DEAL ME IN

THE BEST DEAL

OREGON ASSOCIATION OF CLASSIFIED EMPLOYEES

I ______________ (NAME) from ______________ (SCHOOL DISTRICT) commit myself to support the Oregon ACE's

By: (Check all for your button.)

- [ ] Inviting classified persons to be involved in my local association activities in order to showcase OEA services
- [ ] Becoming knowledgable about classified employee problems and issues in my district
- [ ] Contacting classified employees within the district explaining the OACE alternative

Home Address ______________ Signed ______________

Over 200 teachers at OEA Representative Assembly signed "Deal me in" pledge to contact classified school employees about OACE alternative.

Oregon support staff has ACE on its side

BETHEL, OREGON—The Oregon Association of Classified Employees (OACE) is alive and growing, a potential ally for the state's 20,000 school support employees.

"OACE services its locals," says one member. "We hadn't seen the union rep from the competing union for nearly a year, but we can always get in touch with OACE."

Affiliated with the Oregon Education Association/NEA, OACE has doubled in size over the last year and now numbers over 300 members. Most of its growth has come from locals disgruntled with the lack of support they've been getting from the independent Oregon School Employees Association (OSEA). They have either affiliated directly with OACE or, in the case of Bethel, voted out OSEA.

Classified employees at Molalla Union High School joined OACE after management unilaterally reduced the bus drivers' work year from 12 to 11 months and cut their snow and vacation leave.

Workers in the Clackamas County Education Service District unit, formerly an independent local, joined OACE when their bargaining talks stalled and they wanted OEA's expertise.

Butte Creek and Bethel locals already have contracts, thanks to OACE/OEA.

Ed Webb, head custodian at Bethel's Malabon Elementary School, is president of OACE. "Our unit in Bethel was the first one to break away from OSEA," he says. "Before we joined OACE, the field rep (for OSEA) actually told the press that we were crazy for voting down the district's contract offer!"

The Bethel Association of Classified Employees (BACE) gained a 23 percent wage increase over two years for the unit, as well as a "just cause" clause for dismissal. With this record, says Webb, "We have good prospects of increasing our membership in Oregon."

BACE President Jim Ogden, a custodian at Willamette High School, agrees. "In the last six months we've won five grievances with OEA's help," he points out.

"When an employee was suspended recently, we showed the superintendent that charges hadn't been proven and got the worker reinstated."

Sums up Ogden, "OACE is really on the ball. It does a better job than its counterpart. Being affiliated with a teacher union makes us a whole lot stronger." □

With WVEA's help, custodian fights to keep her job

MOUNDSVILLE, W. VA.—Elaine Koontz has worked in the Marshall County school system for 11 years as a custodian. She has washed floors, changed light bulbs, emptied trash, and otherwise kept McNinch Elementary School spick-and-span.

With the help of the West Virginia Education Association (WVEA/NEA), Koontz is now fighting to keep her job.

She is a member of the West Virginia Education Support Personnel Association, affiliated with WVEA/NEA.

An independent, outspoken individual, Koontz was accused earlier this year of insubordination and dereliction of duty. Among the charges:

- ► Using the art teacher's scissors to trim the carpet
- ► Removing an outdated month from a teacher's wall calendar
- ► Giving the school's master key to a student (to unlock a door in her presence)
- ► Failing to clean cobwebs from windows and baseboards over Christmas break
- ► Neglecting other duties when given an action request form (which required an immediate response).

Koontz was suspended for 34 days in January and February until, with the legal backing of an attorney provided by WVEA, she was reinstated following several appearances before the Marshall County School Board.

When Koontz returned to work, her principal handed her a four-page list incorporating weekly, monthly, and summer chores into her daily schedule. Neither of the other two custodians at McNinch is expected to meet this series of tasks.

Koontz is berated if she fails to meet her imposing schedule. "I'd have to go to work with skates on to finish it all," she laughs.

"Elaine Koontz's experience shows how essential it is to have an organization like WVEA which will stick with its members until a problem is finally resolved," says WVEA President Lowell Johnson. "It also shows how badly we need collective bargaining contracts with grievance procedures in each of our school districts."

Koontz herself realizes that in order to work in a more positive atmosphere, she will have to transfer to another school with less desirable hours.

Asked why she doesn't just quit, Koontz shows her fighting spirit: "Why should I let the principal run me out? Many custodians here are retired from other jobs or widowed, and they won't fight. But I will. I couldn't do it without WVEA. I won't give up." □

N.H. custodian is reinstated—was fired for eating snacks

WHITEFIELD, N.H.—The head night custodian here accepted milk, cookies, and other light snacks from a school cook—and found himself being fired for "stealing" food.

With the help of NEA-New Hampshire, Gary Savage, a member of the White Mountain Education Association Custodians Unit #1, was reinstated to his job earlier this year. He now works at the Lancaster Elementary and White Mountain Regional High Schools.

The state's Public Employee Labor Relations Board (PELRB) ruled that the facts did not justify the charge that Savage had stolen food. PELRB noted that the custodian received snacks many times under the supervision of a cook, never removing the food from the school building.

Savage was "an active participant in organizing the bargaining unit," PELRB added, suggesting the real reason behind his dismissal.

The school board also failed to challenge Savage's claim for unemployment compensation, PELRB noted. Had he been fired for cause, he could have been denied unemployment comp under New Hampshire law.

The superintendent and school board were found guilty of an unfair labor practice and were ordered to remove all references to the dismissal from Savage's personnel file. □

World's teachers seek ways to help overcome bigotry

WASHINGTON, D.C.—Representatives of teacher unions and associations from Belgium, France, Germany, Israel, and the Netherlands, as well as from two global organizations, gathered at NEA Center in April for the second meeting of the International Teachers' Committee To Combat Racism, Apartheid, and Anti-Semitism.

The organization was founded at a worldwide conference in Tel Aviv in November 1980. Its goal is to battle racial and religious intolerance by helping teachers bring human rights issues to the forefront in their classrooms.

NEA President Willard McGuire chairs the international committee; its administration is the responsibility of NEA.

One of the committee's first joint efforts will be to publish an anthology of poetry and prose selections reflecting the themes of tolerance, friendship, and humanism. The readings will be taken from English, French, Spanish, Dutch, and Hebrew literature.

In a major structural decision, the representatives of the various national teacher groups strengthened the Committee's membership base by admitting the two world organizations of teacher groups (the World Confederation of Organizations of the Teaching Profession and the International Federation of Free Teachers' Unions). □

Pledging to intensify efforts of France's teachers to combat race prejudice and anti-Semitism is Alain Mouchoux (center), national secretary of the Federation de l'Enseignement Nationale. Listening are Robert Harris, WCOTP representative to governmental organizations, and Ann Anctil, president of Maine's Lisbon Education Association. Anctil served as a translator for the international teachers' meeting at NEA Center.

Administration abandons national commitment to equal opportunity

WASHINGTON, D.C.—The Reagan Administration has launched many attacks on civil rights in its first 18 months. Notably, it has—

► Opposed the Equal Rights Amendment and a strong Voting Rights Act.

► Nominated to the Civil Rights and Equal Employment Opportunity Commissions people who lack sensitivity to the purposes of these agencies.

► Reversed the Justice Department's role in affirmative action requirements for timetables and guidelines.

► Eliminated affirmative action considerations in most federal appointments.

► Proposed to weaken or eliminate the role of the Department of Labor in regulating the practices of federal contractors.

► RIF'd disproportionate numbers of minorities and women from federal jobs.

Civil rights in education have suffered special onslaughts. The Administration has—

► Weakened school desegregation in several ways—by cutting funds for the Emergency School Aid Act, which helps desegregating school districts, and by placing the funds in block grants; by relaxing the enforcement of laws that support desegregation; by supporting legislation to cut the use of busing as a desegregation remedy; and by proposing to transfer the enforcement authority of the Education Department's Office for Civil Rights to the Justice Department (which has announced anti-busing and anti-affirmative action positions).

► Reduced the bilingual education budget by 30 percent this year, and withdrawn the longstanding *Lau* guidelines that have governed the implementation of appropriate programs for language-minority children.

► Excluded guaranteed student loans from the definition of federal financial assistance to colleges under Title IX. This decision will exempt at least 300 colleges and universities from Title IX guidelines.

► Repeatedly found colleges in compliance with Title IX despite blatant examples of discrimination against women in their athletic programs.

► Proposed regulations that would exempt most higher education institutions with federal contracts from filing full affirmative action plans.

► Reduced child nutrition funding, so that children from low-income families lose access to summer food programs.

► Reduced youth employment opportunities and severely cut vocational education programs. □

Ex-football coach wins settlement — for black colleagues, not himself

RALEIGH, N.C.—A black physical education teacher who was replaced as head high school football coach here six years ago has accepted a precedent-setting out-of-court settlement that will benefit other black teachers—though not himself.

The Wake County Public Schools system has agreed to set up a voluntary affirmative action plan that will more equitably assign black teachers to paid extra-duty positions as coaches, activity sponsors, assistant principals, and department heads. By the 1985-86 school year, school administrators agree, these assignments will reflect the 20 percent of the county's 3,000 teachers who are black.

Frank Roberts, an outspoken advocate for minority rights, lost an annual coaching supplement of $1,500 when he was relieved of his duties in 1976 due to charges he believes were racially motivated. Backed by the NEA DuShane Unified Legal Services Program, he originally sought back pay and reinstatement as head coach at Broughton High School, where he has continued to teach physical education.

"I can't put a price tag on this settlement," says Roberts, "because it's the first of its type in North Carolina. I felt the best thing I could do was to help the black coaches who come behind me. I felt this was better than any amount of money I might recover."

John Wilson, president of the North Carolina Association of Educators, calls the agreement "a major breakthrough in seeking affirmative action plans." □

When phys ed teacher Frank Roberts was dismissed as head football coach six years ago, he says, "I felt a deep void." He filled that void by taking part in Association activities and will become president of his local association this summer. Roberts is also an NCAE director-at-large, vice-chair of NEA's Black Caucus, and an active member of NEA's Minority Affairs Committee. "Now I touch many more lives in my Association work than I ever did while coaching," he reflects.

Happy birthday, Title IX!

WASHINGTON, D.C.—June 23 marks the tenth anniversary of the federal statute outlawing sex discrimination in federally funded education programs and activities.

The years since Title IX of the 1972 Education Amendments was enacted have been remarkable for the tangible progress achieved, as well as for America's changes in attitude. However, the years have also revealed many problems of sex discrimination that appear resistant to solution.

On the plus side, the number of women entering graduate and professional schools has increased significantly, as has the number of females participating in interscholastic athletics.

School practices involving blatant sex bias—such as assigning male and female students to different activities—have generally been eradicated. Both faculties and student bodies have come to recognize that in principle, at least, males and females must be treated equally in the academic environment.

On the minus side, there is still much to be done. Male students continue to dominate professional schools, as well as interscholastic athletics. Progress has been slow in vocational education, where courses and programs are still largely sex-segregated.

The percentage of school administrators who are women remains small—as does the percentage of tenured college and university professors.

A bill introduced by Senator Orrin Hatch (R-Utah) earlier this year would severely cut Title IX's coverage and effectiveness. Fortunately, concerted lobbying efforts—including an impressive letter-writing campaign led by the NEA Women's Caucus—have apparently dissuaded Hatch from pursuing this legislation.

However, the Department of Education is now reviewing all Title IX regulations and may attempt to institute aspects of the Hatch bill through rewrite of the regs.

The title of a recent publication on Title IX by the National Advisory Council on Women's Educational Programs—"The Half-Full, Half-Empty Glass"—suggests the current status of this landmark law's implementation.

Title IX's tenth birthday should be a time of celebration for all who care about equity—and a time to recharge our efforts to attain full equality in American education. ☐

Investing? Consider these tips

WASHINGTON, D.C.—A recent *Reporter* article on Individual Retirement Accounts (IRA's) has prompted many requests for more information on tax-deferred investments. Here is the latest advice from NEA Special Services.

An IRA allows you to invest money and delay paying taxes on both the principal and the interest earned until you start withdrawing funds—usually after retirement.

Because of tax law changes, you may now contribute up to $2,000 annually to an IRA. If your IRA covers a nonworking spouse, the maximum contribution increases to $2,250. A working husband and working wife each may contribute up to $2,000 ($4,000 total).

To obtain the tax-deferred status on your IRA investment for the 1982 tax year, you have several alternatives.

You can open your IRA as late as April 15, 1983 (filing deadline for your 1982 income tax return). You may make a lump-sum deposit to your IRA at any time before you file your tax return, or make periodic contributions to your IRA with after-tax dollars all during the tax year. Some IRA participants will be able to make contributions without using disposable income, by reducing their federal withholding tax by an amount equal to their anticipated IRA investment.

There are other options as well. The important point to remember is that your IRA does not become effective (under IRS standards) until you declare your deduction on your tax return. You may switch investments prior to filing your return with no federal tax penalty, but check your IRA contract for possible penalty provisions.

Where to invest? Your options are virtually unlimited. Banks, brokerage firms, credit unions, insurance companies, and other financial institutions are all competing for your IRA dollars.

When evaluating investment alternatives, consider the investment risk, fees, amount of control over your investment, and both federal tax and contract penalties for withdrawing funds early.

A 10 percent federal tax penalty will apply if you've taken your IRA deduction and withdraw IRA funds before age 59½, unless you die or are totally disabled.

Also, you must begin drawing on your IRA account by age 70½ or a 50 percent penalty will be assessed against the difference between what is paid out and the amount that should have been paid out, as determined by life expectancies. In addition to the penalties, all funds withdrawn from an IRA are taxed as ordinary income in the year they are withdrawn.

Federal tax withdrawal penalties should not necessarily discourage IRA participation. For example, the closer you are to age 59½, the less likely you are to incur the penalty. If you are 59½ or older, there is no risk of penalty, so long as you begin to withdraw earnings by the tax year in which you turn 70½ and those amounts are paid according to general life expectancies.

One last point about IRA's. Whoever you name as your beneficiary (it can even be your own estate) is taxed as if the funds were ordinary income. A beneficiary also can assume an IRA without cashing it, and IRA rules apply as though that individual had personally set up the IRA.

Tax Deferred Annuities (TDA's) have been available to most employees of nonprofit educational institutions since 1954 and are similar to IRA's in that taxes are deferred on both principal and interest earned.

The *fixed TDA contract* is the most common and offers a minimum guaranteed interest rate while your funds accumulate, plus a guaranteed benefit payment at retirement. Usually, actual interest and benefit rates exceed guaranteed minimums. Contributions to fixed TDA's are invested in an insurance company's general investment account, consisting mostly of bonds and mortgages.

No principal or interest guarantees are made with *variable annuities*. Your contributions are invested by the insurance company in a separate account and used to invest in common stocks and equities.

With a variable annuity, your monthly benefit in retirement will depend on fluctuations in your investment account and the type of annuity option you choose. Your investment risk is greater with a variable than a fixed TDA, but your investment returns, at least in theory, will be greater also.

Note: The IRS has recently disqualified as tax-deferred investments certain publicly available "wraparound" variable annuities that rely on money-market mutual funds as the investment vehicle. If you have one of these, check with your company representative to determine if it still qualifies as tax-deferred.

With *qualified mutual funds*, a third type of TDA, your contributions are made to a bank-maintained custodial account and are used to buy shares in mutual funds (regulated investment companies) you select.

Certain requirements must be met for the investment to be treated as an annuity contract. Your contributions must be invested exclusively in regulated investment company stock (i.e., mutual funds shares and money fund shares). They cannot be withdrawn before age 59½ except in case of death, disability, separation from service, or financial hardship.

As with the variable TDA, your investment risk is tied to the performance of the mutual fund you select.

For a free TDA information guide, contact your state Association or write NEA Special Services, Teachers Services Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

As best as can be determined, you may invest up to the maximum allowed under the tax exclusion formula for your TDA and still contribute up to the $2,000 allowed annually in an IRA. However, at this time, most NEA members would be well advised to invest to the maximum in a good tax-deferred annuity *before* taking advantage of an IRA.

In any case, investigate all your options first, and if necessary consult a qualified tax advisor. ☐

"When I suggested that you construct a tax-shelter, what I had in mind was . . ."

IN BRIEF

Polaroid project puts cameras in classrooms

CAMBRIDGE, MASS.—For teachers interested in introducing instant photography to their students, Polaroid offers two free cameras in exchange for proofs of purchase from 20 packs of SX-70 or Time-Zero color film.

The offer is part of the Polaroid Education Project and includes a 100-page teacher's guide to camera-based learning activities, designed in collaboration with teachers. The guide suggests ways to integrate photography into different grade levels and subjects, including language arts, social studies, math, science, special education, and English as a second language.

The offer expires December 31, 1982. For more details write Polaroid Education Project, 549 Technology Square, Cambridge, MA 02139. □

Start planning now for American Education Week

WASHINGTON, D.C.—"A strong nation needs strong schools" will be the theme of American Education Week—November 14-20, 1982.

NEA, the National Congress of Parents and Teachers, the National School Boards Association, the American Legion, and the U.S. Department of Education cosponsor this annual event, which mobilizes parents, school employees, government officials, and citizens in a week-long celebration of America's public schools.

A new eight-page planning guide for the Week is available free for the asking. The NEA Professional Library also offers a comprehensive AEW promotional packet for $5.95 (stock no. 5050-9-5D).

The packet includes a greatly expanded AEW observance manual . . . eight full pages of reproducible art to use as flyers, advertisements, and other promotion pieces . . . discount coupons for books from the NEA Professional Library . . . plus an AEW proclamation, a Teacher Day certificate, and samples of AEW nametags, placemats, news releases, and other materials.

Order both the packet and the free planning guide by writing the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or by phoning 203/934-2669. □

Poverty makes a comeback; children pay the price

WASHINGTON, D.C.—Nearly 20 years ago, President Lyndon Johnson put poverty in America on the front pages as he announced his War on Poverty program. Since then, the issue of poverty has gotten little attention—and with some good reason. The number of Americans living in poverty has been decreasing steadily —from 22 percent in 1959 to 11.6 percent in 1979.

Now poverty is making a comeback. A recent report of the National Advisory Council on Economic Opportunity predicts the poverty rate could reach 15 percent by the end of this year. (The Census Bureau considers income under $9,283 for a family of four as poverty level.)

Part of the upsurge in poverty, the study charges, can be blamed on the Reagan Administration's budget cuts in a host of social programs that aid the poor—Aid to Families With Dependent Children (AFDC), Food Stamps, public housing, child care.

Who are the poor? Increasingly, the study shows, the poor are children. One in five Americans under age 18 today lives in poverty, while fewer than one in seven over age 65 does so.

Many poor children, the study points out, are part of single-parent families headed by women, who have traditionally been paid lower wages than men. The combination of low wages and recent cuts in child care, AFDC, and other benefits makes it more and more difficult for women to support their families. Today, the report notes, one-third of all households headed by women live in poverty. □

Innovative projects win NEA fellowships

WASHINGTON, D.C.—NEA recently awarded almost $14,000 in fellowships to eight members and six affiliates for creative projects furthering instructional goals and community understanding of public education.

These Hilda Maehling fellowships of up to $2,500 each are offered each year by NEA. This year's nationwide competition drew 118 entries.

Fellowship recipients for 1982 are the Rockford (Ill.) Education Association's Professional Excellence Committee for a local "teacher fair" to counter uninformed criticism of the schools; Northampton, Mass., teacher Leonard J. Basile for designing a "portable teacher center"; the Indianapolis (Ind.) Education Association for a project to train teachers who in turn will train parents in productive tutoring; Bay City, Mich., teachers Margaret Fleischmann, Janet Dixon, and Mary Boettger for developing a kit to help involuntarily transferred teachers face the problems of new grade levels and subjects; the Eugene (Ore.) Association of Substitute Teachers for a project to upgrade subs' classroom effectiveness.

Also, Mendocino, Calif., school librarian Alice Wittig for a series of 15-minute video programs on books for K-3 children; the Inglewood (Calif.) Teachers Association for a project to improve access to legal data needed for collective bargaining; the Student NEA for a national competition requiring student teachers to prepare mock lessons; the Missoula (Mont.) Education Association for a "multi-image" program emphasizing the educational, social, and economic importance of good schools and teachers to the community; and Pittsburgh, Pa., teachers Daryl Bates Stawartz, Judy Morgan, and Richard Mathews for a project involving 450 gifted elementary students in organizing and managing 10 "companies" manufacturing a product made from apples. □

Mexico's children speak to their U.S. neighbors

WASHINGTON, D.C.—Do you teach social studies, Spanish, English, art, or music to elementary or slightly older students? Then consider ordering a colorful book and instructional kit showing how children in Mexico live and think.

Available in English and Spanish from NEA's National Foundation for the Improvement of Education (NFIE), the 164-page *Mexico As Seen by Her Children* features the best of some 100,000 pieces of artwork and essays submitted by 3- to 16-year-olds. Topics include Mexican history, patriotism, the landscape, families, religion, school, bullfights, city life, and the young artists' own hopes. Listen to their voices:

"I adore my country because of its birds, its songs, and the crying of the men who fought to defend it."

"I think that it is bad to take oil out of the ground because it wounds the ground. It's like us and our skin and our blood. Oil is the blood of the land."

The U.S. Department of Education funded NFIE's development of an accompanying instructional kit. NFIE has carefully field-tested the kit in classrooms around the U.S.

"These materials have been extremely useful to us in a variety of curriculum areas which stress intercultural learning," comments one teacher. "They assist students not only in looking at Mexico but in looking at themselves."

The kit includes four separate booklets (Reflections, Resources for Teaching, Music Guide, and Art Descriptions), as well as 70 resource activity cards, a cassette of music and poetry, and two posters.

To order, send in the coupon below. □

MEXICO AS SEEN BY HER CHILDREN

No. of Copies

- □ English Edition and Kit . . . . . ($16.95)
- □ Spanish Edition and Kit . . . . ($16.95)
- □ English and Spanish Editions and Kit . . . . ($33.90)

MEASURING WITH METRICS

No. of Copies

- □ Length . . . . ($30)
- □ Area . . . . ($30)
- □ Capacity . . . . ($30)
- □ Volume . . . . ($30)
- □ Mass (Weight) . . . . ($30)
- □ COMPLETE KIT . . . . ($130)

Add $2.50 postage and handling for each item ordered

Check or money order enclosed for $________, the total of the items checked above, plus postage and handling. Satisfaction guaranteed.

Make Checks payable to NFIE and mail to:

NFIE, Room 628, 1201 16th St., N.W., Washington, D.C. 20036

Name____________________

Position & Grade____________________

Address____________________
(Street)

____
(City) (State) (Zip)

Think metric

WASHINGTON, D.C.—Would you walk a kilometer for a newspaper? If you put a liter of gas in your car, will it get you to work? If you weigh 30 kilograms, should you be concerned?

If you'd like to learn the metric system yourself or teach it to your students, NEA's National Foundation for the Improvement of Education (NFIE) has just the thing for you.

Using a grant from the U.S. Department of Education's Metric Education Program, NFIE developed "Measuring with Metrics," for students in grade three through college. The program covers the basics of metric measures in length, area, capacity, volume, and weight.

"Measuring with Metrics" includes 10 filmstrips and 10 audio cassettes, skill sheets (ditto masters), and a teacher's manual. It is available as a complete set or in five components, one for each metric area. The program has been reviewed by 12 teachers for instructional quality and has been field tested in classrooms. The National Bureau of Standards and the U.S. Metric Board have also reviewed the package for technical accuracy.

To order, fill in the coupon at left. □

NEA annual meeting returns to L.A.

LOS ANGELES—Politics will dominate debate among the more than 10,000 teachers, professors, educational support personnel, and other Association members who will converge on the Convention Center here this summer for NEA's 120th annual meeting. This year's theme will be "Political Power for Educational Excellence."

Some 8,000 elected delegates from affiliates around the nation will set the next year's course for the Association during the eight business sessions of the Representative Assembly, NEA's highest policy-making body, July 3-6.

Priority issues for discussion and debate are expected to include censorship and other extremist attacks on public schools, the erosion of state and local tax bases in the current recession, and the need for renewed federal recognition of education's vital role in building both economic prosperity and national security.

The Representative Assembly agenda includes election of three NEA officers (*see story at bottom of this page*).

Prior to the business meetings, exhibitors will be on hand displaying a vast assortment of the latest educational materials.

Disabled delegates who will need special equipment or services should contact the Office of Convention and Conference Management at NEA Center as soon as possible so that necessary arrangements can be made. □

Come early!

LOS ANGELES—Special conferences are scheduled for Association members prior to the opening of the 1982 Representative Assembly.

On June 29 and 30, a joint women's and minorities' issues conference at the Los Angeles Hilton Hotel will offer a varied program of workshops including Module II of the NEA Women's Leadership Training series, coalition building, the new federalism and its impact on public education, minority women's dilemma, and sexual harassment.

Other workshops will focus on affirmative action, coping with stress, the far right, and race discrimination, among others. Registration fee is $30 per person.

On July 1, also at the Hilton, NEA's Instruction and Professional Development unit will sponsor two concurrent mini-conferences on computers in the classroom and prime-time television as a teaching device.

The computer sessions will include a look at the issues surrounding classroom computer use, hands-on computer work sessions conducted by teachers, and a mini-course in computer language, materials, and equipment.

The TV workshops will employ actual TV clips and demonstrations. Special guest will be Henry Winkler ("the Fonz").

There is no charge for either mini-conference. Those who have not preregistered may do so at the door prior to the 11 a.m. opening.

Information on both conferences has already gone out to delegates. For more details on the women's/minorities' conference, contact the NEA Executive Office at 202/822-7199. IPD can be contacted at 202/822-7394. □

NEA to fete human rights activists

LOS ANGELES—The 1982 NEA Human and Civil Rights Awards Dinner will be held here Sunday, July 4, during the NEA annual meeting.

The eight human rights awards to be presented are—

- ► The H. Council Trenholm Memorial Award for advancing intergroup understanding within the education profession
- ► The Rosena J. Willis Memorial Awards for outstanding state and local Association human relations programs
- ► The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives
- ► The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans
- ► The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunity in education
- ► The Award for Creative Leadership in Women's Rights
- ► The Award for Leadership in Asian and Pacific Island Affairs.

Also to be presented during the banquet is the 1982 Irvamae Applegate Award for International Understanding.

Individual NEA members as well as state Associations may use the accompanying coupon to order tickets for the dinner. □

NEA Human and Civil Rights Awards Dinner
Sunday, July 4, 1982: Westin-Bonaventure Hotel, Los Angeles, Calif.

Last Name ______ **First** ______ **Middle** ______

Association ______

City ______ **State** ______

( ) ______
Area Code **Telephone No.**

I will order ________ blocks of 10 tickets to the dinner at $300 per block. Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.

and/or

I will order ____________ tickets at $30 per ticket.

Enclosed is a check/money order in the amount of $________ which represents total payment for ________ tickets.

Make checks or money orders payable to NEA Human and Civil Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036, attn: Human and Civil Rights. For further information, contact Lynette Johnson at 202/822-7705.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. No tables will be reserved until checks/money orders have been received and cleared. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JULY 1.

Rep Assembly to elect three NEA officers

WASHINGTON, D.C.—The candidates whose pictures and statements appear below filed for office by April 1, 1982.

Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for content of the candidate statements.

In accordance with Standing Rule 10, nominations will be made at the first business meeting of the Representative Assembly on Saturday, July 3, in Hall A (Plaza Level) of the Los Angeles Convention Center.

Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 4.

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

for Secretary-Treasurer

Mary Hatwood Futrell
Virginia

Mary Futrell is seeking re-election as NEA secretary-treasurer.

Mary believes the continued strength of the united teaching profession is contingent upon a fiscally sound NEA serving as a strong advocate of improved benefits and services for members and for improving the quality of education.

She believes that if the frontal assault on public education is to be halted, members of the education family must become more involved in the political and legislative arenas.

She is a business education teacher from Alexandria, Virginia. Mary is an experienced leader, having served successfully in leadership roles at the local, state, and national levels of the Association. Her past experience as NEA secretary-treasurer provides the comprehensive qualifications needed to continue in the position.

for Executive Committee (two seats to be filled)

Ed Foglia
California

"Involving teachers directly in political action, contacts with the media, and collective bargaining activities is the key to the survival of public education in the 80's," states Ed Foglia, candidate for NEA Executive Committee.

Foglia has served for seven years as an NEA Director and is completing his second two-year term as President of the California Teachers Association. When Foglia announced he would not seek reelection, the California State Council, by secret ballot, endorsed his candidacy for NEA Executive Committee by an overwhelming 91.3 percent.

A teacher activist for 25 years, Foglia was elected this year by his colleagues to chair the NEA Board Forum. He has also worked creatively in such diverse areas as human rights, legislation, school finance, and IPD.

Judi Owens
New Jersey

I came on the NEA Executive Committee three years ago as immediate past-president of a dynamic New Jersey state affiliate.

High among my priorities are greater attention to instructional and professional development problems, improved member image and public relations, more member involvement in political action decisions, a wider membership base (including everyone in the public school family), and sounder funding of UniServ units.

I call for no-nonsense leadership. Let's concentrate on issues that make a difference for children, teachers, and all other school employees.

Much is happening, and I think I had some part in making it so. I need your support once again. Let's keep it going.

Jim Lewis
Kansas

After more than a decade of active UTP experience, Jim Lewis has some specific ideas about NEA direction in the 1980's.

In only two years as Kansas-NEA president, his accomplishments included: financial reorganization, resulting in no dues increase while services and programs increased; reversal of a five-year membership decline; and unprecedented member involvement in program planning and delivery.

"The 1980's will require vision, assertiveness, and creativity of all NEA leaders," says Lewis. "In order to reach our full political potential, and to chart the future of our profession on our terms, we need maximum yield from every dues dollar. When we combine our financial and human resources with forward-thinking leadership, any of our goals is attainable."

Fifth grader's poster wins 'National Day of Conscience' contest

JASPER, S.C.—"When I mailed my entry, I said to myself, 'Vincent, you're just entering for fun,' " recalls Vincent P. Phillips, the grand prize winner of NEA's National Day of Conscience Poster Contest. The 10-year-old student at Jasper Middle School here says he was "in shock" when he found out he won.

"I feel like a great star," Vincent adds. And well he should. Already he is a local celebrity who has appeared on two TV news broadcasts. He has been interviewed by two local newspapers and a radio talk show.

The nationwide contest, conducted through NEA's local affiliates, was open to students in kindergarten through eighth grade as part of the national observance of a "Day of Conscience for Public Education" back in January.

Vincent's winning poster depicts his own silhouette filled with his thoughts about public schools. "I decided to show what I think about public schools—not just in Jasper, but all over America," Vincent explains.

His art teacher, Bonita Percival, is also pleased. "I knew the poster was good," she says, "but to have it win the grand prize was a delight to us all. This has been the highlight of my 16-year teaching career." Percival feels that this win will help put Jasper—a small, poor school district—"on the map."

NEA flew Vincent, his family, and his teacher to Washington, D.C., in April. They met with NEA leaders and with their congressional representative, Republican Thomas F. Hartnett, on Capitol Hill.

"We were greeted like kings and queens," Percival says. "I think when our representative was confronted with real people from Jasper, our plight became more real. I used this opportunity to ask Mr. Hartnett to become more aware of our educational needs."

Grand prize runners-up in the poster contest are Deanna Kamholtz, a sixth grader from Brookwood School in Genoa City, Wisconsin, and Khong Luangrath, an eighth grader from Dollen Junior High School in Tucson, Arizona. Amy Murillo, a blind student from Tucson, won a special achievement award. □

Rep. Thomas Hartnett (R-S.C.) receives a visit from two very important constituents: 10-year-old artist Vincent Phillips and his teacher, Bonita Percival.

Interim financial report to NEA members

by Secretary-Treasurer Mary Hatwood Futrell

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1982
UNAUDITED

ASSETS	GENERAL FUND	CAPITAL IMPROVEMENT FUND
Current Assets		
Cash and Short-Term Investments	$ 4,416,604	$ 843
Accounts Receivable:		
Membership Dues	42,349,120	
Notes Receivable—Dues	349,663	
Notes Receivable—Other	5,000	
Note Receivable—Reston Property	287,500	
Publication Sales & Advertising	318,348	
Amount due from Governance and Non-Governance Affiliates	392,850	
Other Assets	1,520,662	
	$49,639,747	$ 843
Long-Term Assets:		
Property under Capital Leases: Less Accumulated Amortization	2,139,189	
Investment in Securities	217,147	
Notes Receivable—Dues	233,139	
Notes Receivable—Other	10,000	
Land		1,753,777
Building: Less Accumulated Depreciation		6,905,285
Equipment: Less Accumulated Depreciation	241,475	
	2,840,950	8,659,062
TOTAL ASSETS	$52,480,697	$8.659.905
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$29,190,470	
Installment Note Payable	16,452	
Accounts Payable & Accrued Liabilities	1,961,188	
Accrued Vacation & Other Benefits	2,702,362	
Amount held for Affiliates & Other Orgs.	147,725	
Amount held for Special Purpose Funds	2,007,478	
Obligations under Capital Leases	550,259	
	36,575,934	
Long-Term Liabilities:		
Installment Note Payable	12,317	
Accrued Severance Pay	1,766,632	
Deferred Interest Payable	82,132	
Obligations under Capital Leases	1,655,900	
	3,516,981	
TOTAL LIABILITIES	$40,092,915	
FUND BALANCES	12,387,782	8,659,905
TOTAL LIABILITIES & FUND BALANCES	$52,480,697	$8,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES
FOR THE SEVEN MONTHS ENDED MARCH 31, 1982

INCOME	ACTUAL	BUDGET
Membership Dues	$70,057,128	$70,593,000
Less: Membership Dues Deferred for Remainder of Year	29,190,470	
	$40,866,658	
Advertising	900,000	750,000
Interest & Investment Income	416,021	500,000
Income from Fees & Services	358,193	500,000
	$42,540,872	$72,343,000
EXPENDITURES BY AREA		
Affiliate Services	$16,506,919	$27,560,585
Communications	4,714,858	8,789,293
Government Relations	980,320	2,042,873
Political Affairs	480,349	1,084,839
Instruction & Professional Development	1,222,022	2,359,984
Research	1,962,510	3,543,554
Human & Civil Rights	877,626	1,710,510
Administration	3,734,645	5,902,191
Legal Services	4,415,863	7,061,530
Business & Finance	2,013,194	3,531,920
Data Processing	2,074,169	3,636,780
Governance	1,692,385	4,550,691
	$40,674,860	$71,774,750
EXCESS OF INCOME OVER EXPENDITURES	$ 1,866,012	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$13,696,471	
Joint Projects with State & Local Associations	13,862,622	
Travel	3,595,972	
Publication Costs	2,755,537	
Office Expenses	1,303,626	
Administrative Expenses	1,128,440	
Outside Services	2,778,991	
Machine Rental & Repairs, Material & Supplies	1,553,201	
	$40,674,860	

NEA honors outstanding TV, radio productions

WASHINGTON, D.C.—Eleven television productions and one radio series were honored recently by NEA for advancing learning through broadcasting.

"National Education Awards" salute broadcasts during the past year that—

- ► Used motivational techniques to capture interest
- ► Were adaptable to or compatible with classroom instruction
- ► Reflected fairness, accuracy, and lack of bias
- ► Had cultural, social, political, or technical significance
- ► Demonstrated high artistic and technical standards
- ► Encouraged intelligent, thoughtful viewing
- ► Presented positive sexual and racial role models.

Winners were Bill Moyers for "People Like Us" (CBS News), Bob Keeshan for "Captain Kangaroo" (CBS-TV), Warner Amex Satellite Entertainment Company for "Nickelodeon," Children's Radio Theatre for "Children's Radio Theatre" (National Public Radio), Gannett Broadcasting Group for "Epidemic: Why Your Kid Is on Drugs," KQED-TV in San Francisco for "Up and Coming" (PBS).

Also, Rainbow TV Works for "Righteous Apples" (PBS), T.A.T. Communications Company for "The Wave" (ABC-TV), the Tomorrow Entertainment/Medcom Company for "The Body Human: Becoming a Man and Becoming a Woman" (CBS-TV), WFBC-TV in Greenville, S.C., for "Tuesday's Child," WHIO-TV in Dayton, Ohio, for "Courthouse Square," and WZZM-TV in Grand Rapids, Mich., for "When I Grow Up." □

'Tuned In' series seeks your reactions

CHESTNUT HILL, MASS.—The creators of "Tuned In," the new public television series that debuted across the country during April and May, are interested in hearing from teachers who used one or more of the programs in their classrooms.

A two-page, postage-paid teacher survey form is available from "Tuned In" Survey, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. Please take a few minutes to order this questionnaire and then respond candidly by June 30.

Or if you'd prefer to give more informal feedback on the series—positive OR negative—just jot your reactions on a postcard and mail it to Valerie Crane, Project Evaluator, Research Communications Inc., 384 Newton Street, Chestnut Hill, MA 02167. □

Red Coach, Nestlé boycotts still on

WASHINGTON, D.C.—NEA continues to urge members to support the nationwide consumer boycotts of Red Coach lettuce and Nestlé products.

NEA endorsement of the actions against the two companies was voted by the 1980 Representative Assembly and has been implemented by the Board of Directors.

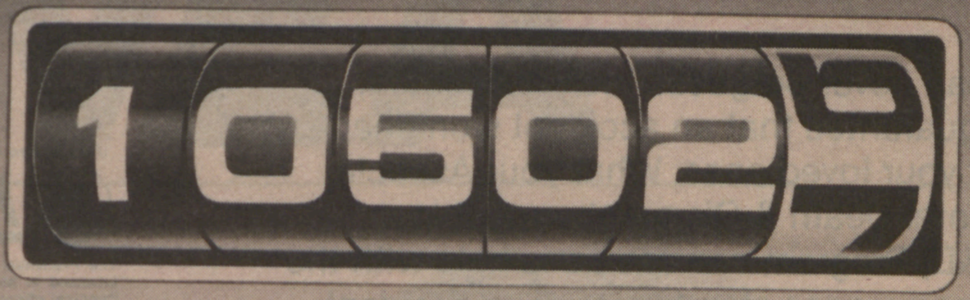
The Red Coach boycott is designed to bring pressure on California lettuce grower Bruce Church to bargain in good faith with the United Farm Workers. The Nestlé boycott protests marketing methods that have persuaded Third World women to switch from breastfeeding to bottle feeding, despite the potential hazard to infants' health.

The Nestlé boycott scored a partial victory in March when the corporation announced a new position supporting the World Health Organization (WHO) Code and promising to abide by its rules on how infant formula may be marketed in developing countries. However, the NEA boycott will continue until there is evidence that the Nestlé Corporation's practices conform to the Code.

While Red Coach lettuce is easily identifiable in grocery stores, Nestlé products are sold under many different labels *(see list below)*. Please note that three products previously on the boycott list—Price's chocolates, McVities crackers, and Kavli Crispbread—have severed their connections with Nestlé and should no longer be boycotted. ☐

Nestlé products to be boycotted:

Chocolates: Nestle's Crunch, Toll House Chips, Nestle's Quik, Hot Cocoa Mix, Choco'lite, Choco-Bake, $100,000 Candy Bar, Go Ahead Bar, Crokine (syrup) ☐ **Coffees and Teas:** Taster's Choice, Nescafe, Nestea, Decaf, Sunrise, Pero ☐ **Wines:** Beringer Brothers, Los Hermanos, Crosse and Blackwell ☐ **Cheeses:** Swiss Knight, Wispride, Gerber Cheese, Old Fort, Provalone Locatelli, Cherry Hill, Roger's ☐ **Packaged Fruits, Soups, Etc.:** Libby's, Stouffer Frozen Foods, Souptime, Maggi Soups, Crosse and Blackwell, Beech-Nut Baby Foods ☐ **Miscellaneous:** L'Oreal Cosmetics, Nestle Cookie Mixes, Deer Park Mountain Spring Water, Pine Hill Crystal Water, James Keiller & Son, Ltd., Contique by Alcon, Ionax by Owen Labs, Lancomé ☐ **Hotels and Restaurants:** Stouffer, Rusty Scupper.



"SUM" people get more for their money

(a 10% discount + unlimited mileage from NEA/Hertz)

10% off SUM rates

SUM . . . it stands for Standard Unlimited Mileage, the new rates from Hertz that offer simply *un*standard savings! Unlike traditional time and mileage rates (recently discontinued by Hertz), the SUM is a flat rental charge providing unlimited mileage. That means you always know the full cost beforehand — no more worrying about extra charges for taking the scenic route! And the weekly SUM rate is only five times the daily rate—even if you keep the car for seven days!

But that's not all, because as a unified member, you are now entitled to 10% off SUM nationwide (applicable taxes and optional insurances not included). And the discount remains in effect even if you leave the car at a different location.*

"Dollars-Off" Weekly/ Monthly Economy Rates

Under certain circumstances, it might pay to take advantage of Hertz' economy touring rates . . . especially since unified members can now claim special "dollars-off" discounts in all 50 states. These discounts can take up to $15 off your rental cost, depending on the model of car rented.

If you rent overseas, NEA/Hertz offers a special international discount. And, of course, you can still choose to take advantage of Hertz' special pre-discounted weekend rates. With so many options, saving on renting a car is simple! Just show your NEA/Hertz Discount Card. Your Hertz representative will compare rates and find the one that's best for you.

Hats off to NEA/Hertz!

Your Association-sponsored program combines unbeatable savings with unparalleled convenience! With over 4,000 locations world-wide, chances are there's a Hertz near you with the car you want. And with NEA/Hertz, you can reserve that car in advance with a single toll-free call.

So the next time you need to rent a car, take off with NEA/Hertz! For a free discount card listing the new rates and toll-free numbers, write:

NEA Special Services — R-6-82
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036

Hertz

UNIFIED SPECIAL SERVICES
NEA...Working for you

*a drop-off charge may be assessed based on the distance between both cities or locations (except in Florida)

NEA forgives NYEA dues debt

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the NEA Reporter.

One such vote was taken by the Board at its May 7-8, 1982, meeting here.

Subject of roll-call vote:

To forgive the New York Educators Association note payment due in 1982 for dues in arrears in the amount of $72,000. (NYEA is in financial straits trying to pay heavy fines imposed under New York's Taylor Law.)

Vote count:

106 yes, 11 no, 6 not voting, 4 absent with one absentee represented by an alternate director.

Voting yes:

Butler	(Ala.)
Potter	(Alaska)
Beachem	(Ariz.)
Sayler	(Ariz.)
Johnson	(Ark.)
Curfman	(Calif.)
Estrellas	(Calif.)
Foglia	(Calif.)
Hodgkins	(Calif.)
Kuiper	(Calif.)
Logue	(Calif.)
Shaw	(Calif.)
Vick	(Calif.)
Bradshaw	(Colo.)
Lansford	(Colo.)
Gagliardi	(Conn.)
McLean-Waller	(Conn.)
Testerman	(Del.)
Winter	(D.C.)
Scott	(Fla.)
Wilson	(Fla.)
Scott	(Ga.)
Wright	(Ga.)
Williams	(Hawaii)
Hovey	(Idaho)
Barrow	(Ill.)
Fitch-Tucker	(Ill.)
Mishler	(Ill.)
Miller	(Ind.)
Moudy	(Ind.)
Gilchrist	(Iowa)
Halliburton	(Iowa)
Lewis	(Kans.)
Harvey	(Ky.)
Morton	(Ky.)
Scott	(La.)
Sullivan	(Maine)
Jones	(Md.)
Kuker-Kihl	(Md.)
Christian	(Mich.)
Smith	(Mich.)
Speicher	(Mich.)
Zook	(Mich.)
Bauermeister	(Minn.)
Etter	(Minn.)
Holman	(Minn.)
Bradley	(Miss.)
Austin	(Mo.)
Johnson	(Mont.)
Kaldahl	(Nebr.)
Jenis	(N.H.)
Gibson	(N.J.)
Goldman	(N.J.)
Graham	(N.J.)
Parish	(N.J.)
Walters	(N.J.)
Eachus	(N. Mex.)
McKenzie	(N.Y.)
Washington	(N.Y.)
Cummings	(N.C.)
Rader	(N.C.)
Wilson	(N.C.)
Gallagher	(N. Dak.)
Abel	(Ohio)
Potts	(Ohio)
Rudd	(Ohio)
House	(Okla.)
Jewell	(Okla.)
*Rollins	(OV)
Farr	(Pa.)
Mechlowitz	(Pa.)
del Valle	(P.R.)
Mello	(R.I.)
Cooper	(S.C.)
Akers	(Tenn.)
Martin	(Tenn.)
Pike	(Tenn.)
Harrell	(Texas)
Hilger	(Texas)
Hunt	(Texas)
Stacey	(Texas)
Scott	(Vt.)
Coffey-Hines	(Va.)
Gant	(Va.)
Nelson	(Va.)
Amos	(Wash.)
Horne	(Wash.)
Wahlquist	(Wash.)
Keeney	(W. Va.)
Carlin	(Wisc.)
Lewandowski	(Wisc.)
Schleife	(Wisc.)
Anderson	(Wyo.)
Bernat	(SNEA)
Duncan	(SNEA)
Benson	(At Large)
Sproul	(At Large)
Treibley	(At Large)
Burse	(Ex. Com.)
Mack	(Ex. Com.)
Obermeyer	(Ex. Com.)
Owens	(Ex. Com.)
Woodard	(Ex. Com.)
Futrell	(Ex. Com.)
Freitag	(Ex. Com.)
McGuire	(Ex. Com.)

Voting no:

Dotson	(Ala.)
McDanal	(Ala.)
Steele	(Kans.)
Anderson	(Nev.)
Lawrence	(Ore.)
Lee	(Ore.)
Huntley	(Pa.)
Wyland	(Pa.)
Horgen	(S. Dak.)
Foster	(Texas)
Peterson	(Utah)

Vote not recorded:

**Coleman	(La.)
Gilmore	(Mass.)
Davenport	(Mich.)
Savage	(Ohio)
Mitchell	(Pa.)
Fujimori	(Ex. Com.)

Absent:

Dunn	(Mass.)
Johnson-Taylor	(Mass.)
Dorsey	(Ohio)
Mosher	(OV)

*Alternate director

****Jesse Coleman** (Louisiana) was not present for the vote but requested that his affirmative position be indicated.

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Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

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State: ______________ Zip: ________

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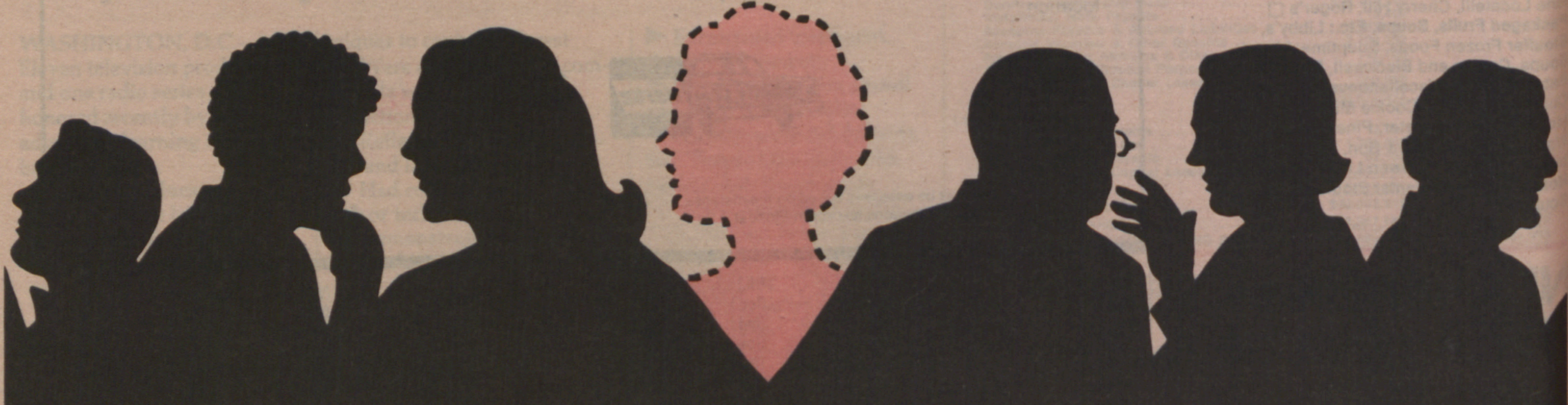

Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

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Washington, D.C.

NEA REPORTER

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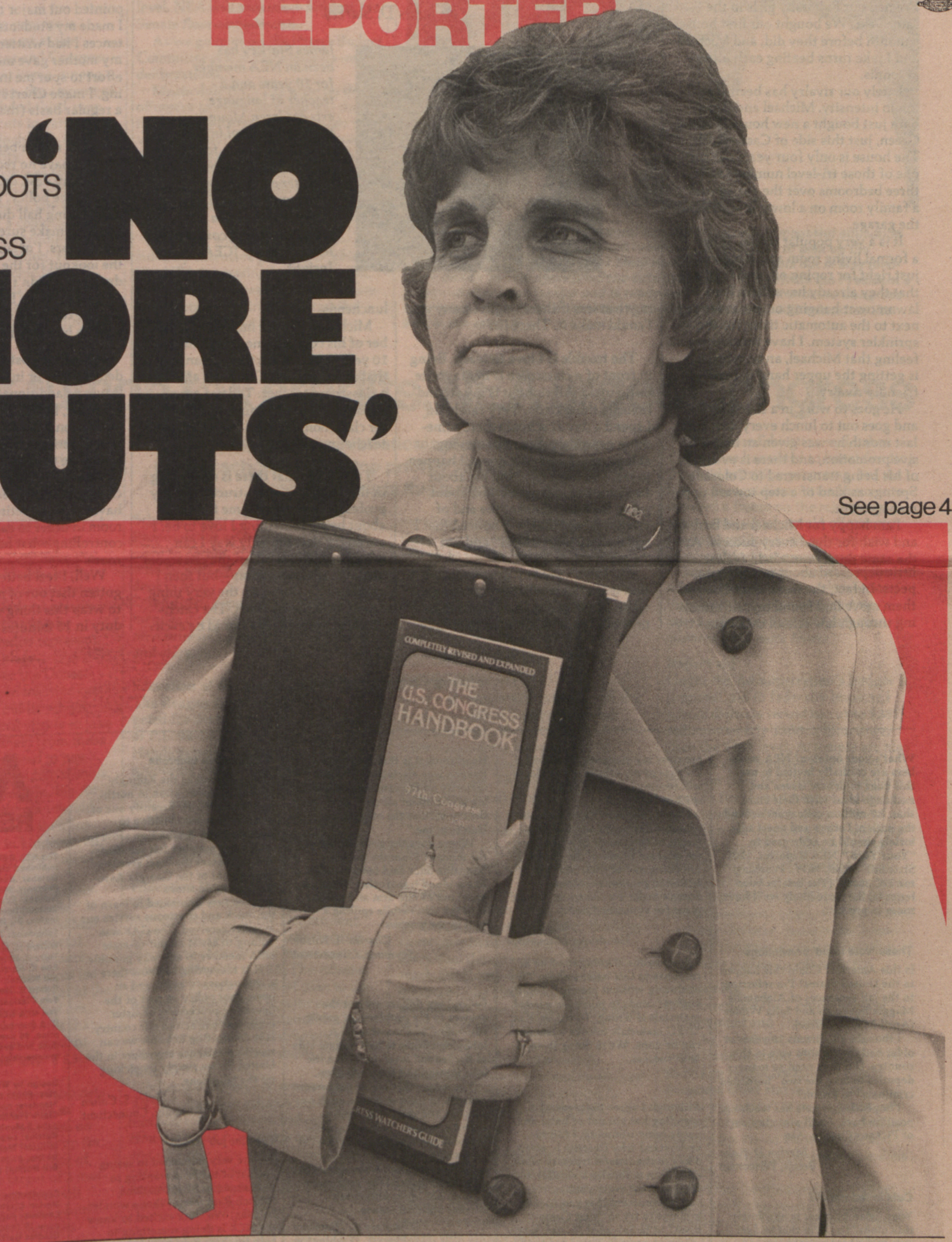
NEA GRASSROOTS TELLS CONGRESS

'NO MORE CUTS'



See page 4

ALSO IN THIS ISSUE: Special edition for retired NEA members (see pages 8-9)

YOUR TURN

'The trouble is I love to teach'

by James D. Starkey

James Starkey has been an NEA member for 10 years and a teacher of language arts at Green Mountain High School in Lakewood, Colo., for eight years. An active member of the Jefferson County Education Association, he is a regular editorial contributor to the JCEA *Insight.*

We have a friendly rivalry with our friends Michael and Barbara. We all graduated from college at approximately the same time. We got married within a month of each other. We had our first baby girls in the same year. We bought our first house a month before they did, and Michael and I take turns beating each other at tennis.

Lately our rivalry has been growing in intensity. Michael and Barbara just bought a new house at Acres Green, just this side of Castle Rock. The house is only four years old and one of those tri-level numbers with three bedrooms over the garage and a family room on a lower level behind the garage.

It is a very popular model. It has a formal living room and dining room just right for roping off, and I noticed that they already have their Toro lawnmower hanging on a wooden peg next to the automatic timer for the sprinkler system. I have this uneasy feeling that Michael, an accountant, is getting the upper hand in our friendly rivalry.

He goes to work in a coat and tie and goes out to lunch every day. Just last month he was given an impressive promotion, and there is even talk of his being transferred to Colorado Springs as kind of a step toward upper management.

I am happy for Michael and Barbara and wish for them every success. At the same time, I can't help feeling a little depressed about my own prospects. In fact, the week after I helped them move in, I found myself thumbing through law school catalogues trying to assess if there might be any way I could make it. There isn't.

The trouble is I love to teach. Being in front of a classroom is my favorite thing to do. All right, it is my second favorite thing to do. Very rarely do I spend a day at school where something genuinely warm, or moving, or at least ego-gratifying doesn't happen to me. I've been teaching for about 10 years and still get excited about going back to school at the end of vacations, and I've just noticed that I still call my job "school" and not "work"!

But I don't see any progress, and that is precisely what is bothering me when I look at my friends and their new house and promotion and daily luncheons.

Michael is a more important member of his company now than he was 10 years ago. I don't think I can say that about myself. Ten years ago I was a classroom teacher. Today I am a classroom teacher. I am a much better classroom teacher, but a classroom teacher nonetheless.

I am angry that there is something in the organizational structure of my profession that makes me feel bad about being something I love to be. I am angry that the only way I can progress is to get out of the classroom and into administration—but then I wouldn't be able to do the very thing I love, which is to teach. The catch-22 element of all this would be exciting if it weren't so depressing.

I remember always doing the fun things associated with teaching when I was playing school with Cheri Quick on my back porch in Estes Park. I pointed out major rivers on my globe. I made my students copy down sentences I had written on the blackboard my mother gave me in an ill-concealed effort to spur me into this noble calling. I made Cheri stay after school on a regular basis (that girl had no discipline).

I don't remember playing administrator. I have no recollection of sitting behind my desk dreaming up a new attendance policy. I don't remember ever pulling hall duty, or checking my watch to make sure I put in my full eight hours. I'm sure I was never on the lookout for the tell-tale signs of drug use. I didn't know the meaning of discretion, so I didn't have to worry about exercising it. Playing school used to be a lot of fun.

More than cost-of-living raises or dental plans or intelligent maternity leaves or additional steps to the salary schedule, I want to be treated like a professional with 10 years of invaluable experience under my belt. I want to be able to determine things like curriculum and schedules and the way I choose to take attendance without having to first retire from the classroom in order to earn the privilege of controlling what happens in the classroom.

Well, I feel better now that I've gotten that out of my system. I've got to wrap this thing up. I've got hall duty in 15 minutes. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Those 'vote fraud' convictions

Is this America? Could this happen in the United States? I'm referring to the jail sentences of Alabama's Maggie Bozeman and Julia Wilder [April-May *Reporter*].

I thought all citizens 18 years or older had the right to vote in this country. Did they need so many deputies to take the two "hardened criminals" to prison?

I hope Maggie gets her teaching position back. I will also stay out of Pickens County, Ala.

Merlyn D. Rabe
Beloit, Wisconsin

Cuts in federal aid

Your [March] cover is absolutely ridiculous. To claim that budget cuts make for less progress is a slap in the face to all quality teachers. Just whose side are you on? *I* make my classroom work! *My* efforts make me proud of the progress my students are making! Because of my efforts my students will continue to make progress in spite of cutbacks.

I wish President Reagan would visit my classroom and the classrooms of thousands of other teachers who are proud of the job they are doing and of their heavily criticized profession. Money doesn't make my classroom a good place for students, I do!

Ray Brown
Hendricks, Minnesota

P.S. Someone is going to write a response to this letter saying, "Try operating without money." *Totally* without funds to purchase *needed* materials is wrong. To cut back on "frill" materials to save a teacher can be done. We're doing it—and with success.

Although I agree that federal spending has got out of hand and needs some trimming, I fail to understand why Defense is given a key to the federal treasury while Education is thrown a smaller and smaller crust every year.

A government that can spend millions to try to "stop Communism" in El Salvador . . . can surely afford to provide Title I aid to the "truly needy" children who deserve it.

Freddy Dellinger
North Wilkesboro, North Carolina

How ironic it is that President Reagan was elected by a clear majority on his campaign to get big government off our backs. Now the cry is "Cut the other guy. Don't cut me."

Where does the government get the money? From the people. Someone once said federal aid is like a blood transfusion: taking a quart out of one arm and putting it in the other while spilling a pint in the process.

Charles A. Nilson
Seymour, Connecticut

Federal tax dollars are not the answer to the problems of public education, and massive NEA lobbying efforts to halt budget cuts at the federal level are not in the best interests of the profession.

The issues that are of paramount concern to most teachers, such as salaries and class size, need a sound economy. To help achieve that, federal spending must be cut . . . in all areas.

NEA leadership, wake up to the fact that thousands of your members do not agree with your current political stance.

Theodore G. Hiemstra
Everett, Washington

The word is WRECKONOMICS.

Beatrice C. Boyles
Wilmington, Delaware

A nationwide umbrella

I am president of the Killingly Education Association in northeast Connecticut. Recently one of our members was visiting in another state. A situation arose in which our member felt the necessity to contact the legal services department of the Georgia Association of Educators.

I was very impressed to learn of the quick and courteous service our member received. The GAE was willing to assist an out-of-state NEA member in any way possible.

It is reassuring to know there is a willingness to assist and an open-door policy as part of the operating procedures of sister organizations across our country. It is comforting to know we can receive assistance anywhere in the United States simply by picking up the telephone.

Myles S. Cohen
Killingly, Connecticut

Teacher job swaps

We are very interested in seeing the list of teachers wanting to exchange teaching positions [March *Reporter*]. What a wonderful idea! We were excited to know the NEA is doing something to help teachers fight burnout and/or learn from a new environment.

Thanks a million!

Ann and Don Heiman
Sterling, Colorado

NEA REPORTER

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1983 federal budget: to be or not to be?

WASHINGTON, D.C.—Will there be a 1983 federal budget? Depending on whom you ask, the answers are yes, no, and maybe.

The budget-setting process is threatening to come apart at the seams, as the President and Congress battle over key budget items, among them defense spending, the amount of the President's scheduled third-year tax cut, and further cuts in various domestic programs, including education and Social Security.

The budget deadlock was broken somewhat in early May when the Republican-controlled Senate Budget Committee voted for a compromise budget that would cut spending and increase taxes by $77 billion. Forty billion dollars would come from unspecified cuts in Social Security over the next three years.

If the Senate proposal goes through, federal education spending would be reduced by $1 billion, to $11.6 billion —about $4 billion less than the 1981 level. NEA will seek more funding via Senate floor amendments.

As we go to press the House Budget Committee is just beginning its own deliberations.

Meanwhile NEA has gone on the offensive to convince Congress that the budget process must be made to work, in order to avoid another continuing resolution. Such stop-gap measures—passed in lieu of regular appropriations bills—have sharply reduced education spending the past two years.

Working with key committees, and aided by extensive grassroots lobbying, NEA is pressing hard for an end to the budget impasse and an increase in education funding to at least the 1981 level of $15.6 billion. ☐

"President Reagan would cut federal support for proven, successful education programs at a time when states and localities are least able to pick up the slack," NEA Secretary-Treasurer Mary Hatwood Futrell points out in May testimony before Senate appropriations subcommittee. "NEA rejects the President's proposed education budget and is ready and willing to work with the Congress to develop alternatives truly aimed at keeping American public education the best in the world."

Reject tuition tax credits, NEA urges Congress

WASHINGTON, D.C.—Income tax credits for parents who pay private or parochial school tuition are becoming the hottest educational issue in the 97th Congress.

Unlike 1978, when tuition tax credits came quite close to passage on Capitol Hill, this time they have the support of the White House. In the Reagan Administration's continuing efforts to reverse the federal government's role in supporting public schools, tuition tax credits represent the third or "payoff" stage.

First came attacks on the Department of Education, then massive cuts in federal funding of public school programs. Now the final step is to take the money being withheld from those programs and use it instead to pay parents to abandon the public schools.

After a two-year phase-in, the Administration's tax credit plan would reimburse parents for half their tuition bills for children in kindergarten through high school, up to a limit of $500 per pupil per year.

"We have no quarrel with America's private or parochial schools," stresses NEA President Willard McGuire. "It's simply not the federal government's place to help finance them. When federal aid amounts to less than $130 per child per year at the tuition-free public schools that are open to all, why should schools that are able to select their own student bodies get a federal subsidy of $500 per child?"

At press time Association lobbyists were identifying the members of Congress who remain undecided on tuition tax credits and who are up for reelection this fall. This key bloc of lawmakers will be the target of a massive NEA lobbying effort that will include personal contacts on Capitol Hill, radio spots in their home districts, and telephone calls and letters to their offices back home as well as in Washington.

Meanwhile, on other fronts:

Stopping the Administration's plans to subsidize private schools will be top priority among NEA's many lobbying efforts this summer.

School prayer
Proposals for a constitutional amendment to permit prayer in public schools were endorsed by the President in May.

NEA will oppose such an amendment as a violation of the time-honored principle of separation of church and state.

Education of the handicapped
The Reagan Administration has targeted for deregulation some 20 areas of P.L. 94-142, the Education for All Handicapped Children Act, and is proposing amendments that would substantially weaken the statute and reduce its funding.

NEA will be working to ensure the continued funding and effectiveness of this landmark 1975 law.

Education Department
The Senate voted recently to keep overseas schools in the Department of Defense, rather than transferring them to the Education Department as scheduled by May 1983. The Administration's much-talked-of plan to demote the Education Department to a "Foundation for Educational Assistance" has not yet been submitted to Congress, where there seems to be little support.

NEA will attempt to reverse the Senate's overseas schools transfer measure when it comes before a House-Senate conference committee and will gear up a drive to keep education's seat in the cabinet should legislation to eliminate the Department ever surface.

GI bill
A new GI bill now before the House Committee on Armed Services would offer high school graduates $200 a month in education benefits for a three-year enlistment and would allow up to $400 a month in additional benefits for persons in critical skill areas. The Administration opposes any new benefit.

NEA supports increased GI education benefits as important to economic growth and recovery.

Voting Rights Act
The House approved extension of the Act last October, but progress has been much slower in the Senate, where opponents have sought to water down enforcement powers under the law. The Senate Judiciary Committee finally approved a compromise version in early May.

NEA views this bill as better than the Senate's original proposal and will press for passage by the full Senate.

Busing
As we go to press, a bill introduced by Rep. Ron Mottl (D-Ohio) limiting court jurisdiction over busing for school desegregation is soon to reach the House floor. A Senate measure—the Helms-Johnston amendment—would restrict bus trips to not more than five miles or 15 minutes.

NEA has lobbied extensively against the amendment and continues to work with civil rights groups to oppose all such anti-busing bills.

Child nutrition
The Agriculture Department has published new school lunch regulations that extend to elementary schools the option of "offer versus serve." Designed to reduce plate waste, this allows students to choose as few as three of the required menu items while the school continues to receive full federal reimbursement.

The House Education and Labor Committee has voted to boost funding for child nutrition programs, but the Senate Budget Committee has recommended a freeze on the reimbursement rates, which would effectively cut $300 million from school lunch and breakfast programs next year.

NEA sought and won the proposed school lunch regulation changes and the House action recommending increased funds for child nutrition. It opposes the Senate freeze.

Impact aid
Under the Administration's budget proposal, aid to federally impacted school districts would be cut to $287 million—nearly $300 million lower than the 1981 level. Attempts are also under way to transfer this popular program from the Education Department to the Department of Defense.

Recently 35 NEA congressional contact team members from districts that rely heavily on impact aid lobbied House members against these two threats. NEA supports increased impact aid administered by the Education Department, citing past problems with the Defense Department's handling of the much smaller education programs it already administers.

Job training
Bills to replace the Comprehensive Employment and Training Act (CETA), which expires this fall, are under consideration. H.R. 5320—the $6 billion House measure—would designate cities and counties as "prime sponsors" to run a variety of federally funded programs, including training for 16- to 20-year-olds and summer work experiences for persons 14 to 21.

NEA has testified and is working closely with congressional committee members and staff to enact job training legislation that ensures a prime role for public schools and teachers. The House bill meets NEA's key criteria. ☐

To the 'Hill'... ...and back

NEA congressional contact team member Jan Nicolay urges federal support for public education

WASHINGTON, D.C.—One day this spring, the grassroots came to call on Capitol Hill. More than 250 NEA congressional contact team members from across the country delivered a message to every member of the U.S. Senate and to key members of the House: Don't cut federal aid to education.

Jan Nicolay is a contact team member from Sioux Falls, S. Dak. An English and speech teacher at Washington High School, she is also president of the Sioux Falls Education Association.

On this, her third trip to Washington as a teacher-lobbyist, the nervousness and insecurity of her first visit are gone, replaced by a sense of urgency over the Reagan Administration's assault on public education.

"Public education is the most basic necessity in a free society," says Nicolay, "but President Reagan has really gone after it, along with human service programs. His proposals to give tuition tax credits to those who choose *private* schools would cost millions more than the amount of federal aid to *public* education. That disturbs me—and it would disturb me even if I weren't an educator."

On her visits to the offices of her two senators—Larry Pressler and James Abdnor—and one of two South Dakota House members—Tom Daschle—Nicolay carries with her an NEA computer printout showing exactly

South Dakota teacher Jan Nicolay discusses proposed cuts in federal aid to schools with Rep. Tom Daschle.

what President Reagan's 1983 budget proposals would do to education in South Dakota.

She does not like what those figures reveal: the loss of $6.3 million in impact aid, $3.1 million in Title I monies, and $1.7 million in aid to handicapped, vocational, and adult education (compared to 1981 levels).

The 20-year teaching veteran sees data as the key to effective lobbying. "A little inaccurate information," Nicolay says, "can wreck your credibility."

She and her colleagues—South Dakota Education Association Executive Director Bill Sundermeyer, President Dianna Miller, Vice President Dave Dangel, and Meade Education Association member Francie Ruebel—make their first Capitol Hill stop at the office of Representative Tom Daschle to confirm an evening meeting.

Then it's on to Senator Pressler's office. There an aide, in response to contact team probing, reveals Pressler is leaning toward support for tuition tax credits for higher education. But like other Republican senators, he's also taking a look at possible defense cuts in the 1983 budget.

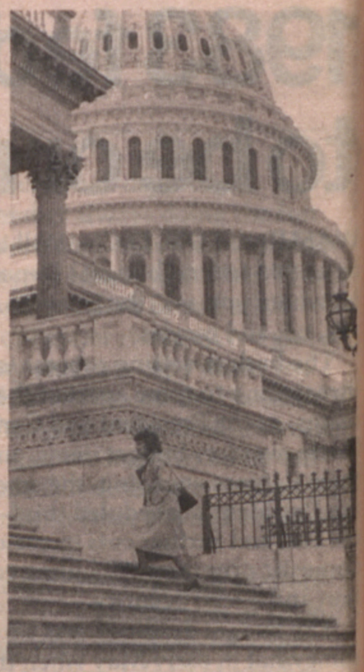
Because of other commitments the meeting with Pressler lasts just five minutes, most of which goes for a photo session with the senator and the NEA team members, arranged by the Senator's press photographer.

Next comes a visit with Senator Abdnor. This half-hour discussion is wide ranging, running from budget deliberations ("you're more informed than we are sometimes," the senator says) to drugs in schools. Team members point out that student alcohol abuse is just as much a problem as drug abuse.

Abdnor then predicts that efforts to dismantle the Department of Education are dead this year. With that, the senator responds to a loud buzzer calling him off to a floor vote.

Politics dominates the dinner meeting with Rep. Daschle. As a result of redistricting, two incumbent members of Congress—Democrat Daschle and Republican Clint Roberts—will be pitted against each other in November.

Daschle, who had a perfect voting record on NEA issues in the first session of the 97th Congress and who also backs NEA's positions on ERA, tuition tax credits, collective bargaining, and the Department of Education, has won the 1982 endorsement of NEA-PAC and SD-EPIC.



"I don't think Congress is going to blindly follow Reagan anymore," says Jan Nicolay, a Republican. "They're starting to question what he's up to."

He reiterates for Nicolay and the other team members his support of the Association's key concerns.

The next morning Nicolay reflects on her Hill visits.

"These trips don't often change a politician's mind," she notes, "but at least they know where we stand. And along with regular mail and phone calls plus visits to their home offices, they're another way we can keep our issues before them."

Nicolay's experience in advocating the cause of public education has motivated her to run in the June primary for a seat in the South Dakota House of Representatives—her first try at public office.

Nicolay and the other contact team members will be watching closely as this year's elections bring members of Congress—and their voting records—back home to the grassroots.

That's where the votes are. And that's why the work of contact team members—and of *all* NEA members—in lobbying their representatives back home is so crucial in the battle to save public education. □

Back home, Jan Nicolay briefs members of the Sioux Falls Education Association on her lobbying efforts in Washington.

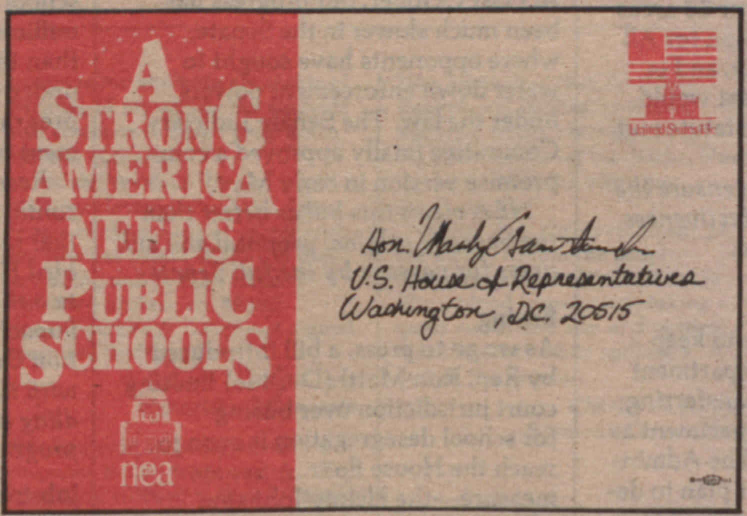
NEA launches lobby-by-mail drive

WASHINGTON, D.C.—As the House of Representatives neared its first major vote on the 1983 federal budget last month, postcards from thousands of Association members poured in to all 435 House members urging support for federal aid to public education.

NEA's congressional contact teams and state Associations spearheaded the mail drive by distributing some 100,000 postcards to Association members. But this massive mail effort doesn't end there.

The contact teams are also asking NEA members to authorize their national organization to send Congress pro-education messages in their names over the summer, on issues selected by the members themselves—budget cuts, tuition tax credits, survival of the Department of Education, and others.

"This preauthorization program is designed to supplement, not replace individual postcard and letter writing," explains NEA Government Relations Director Linda Tarr-Whelan, "and it will help us solve a growing problem."

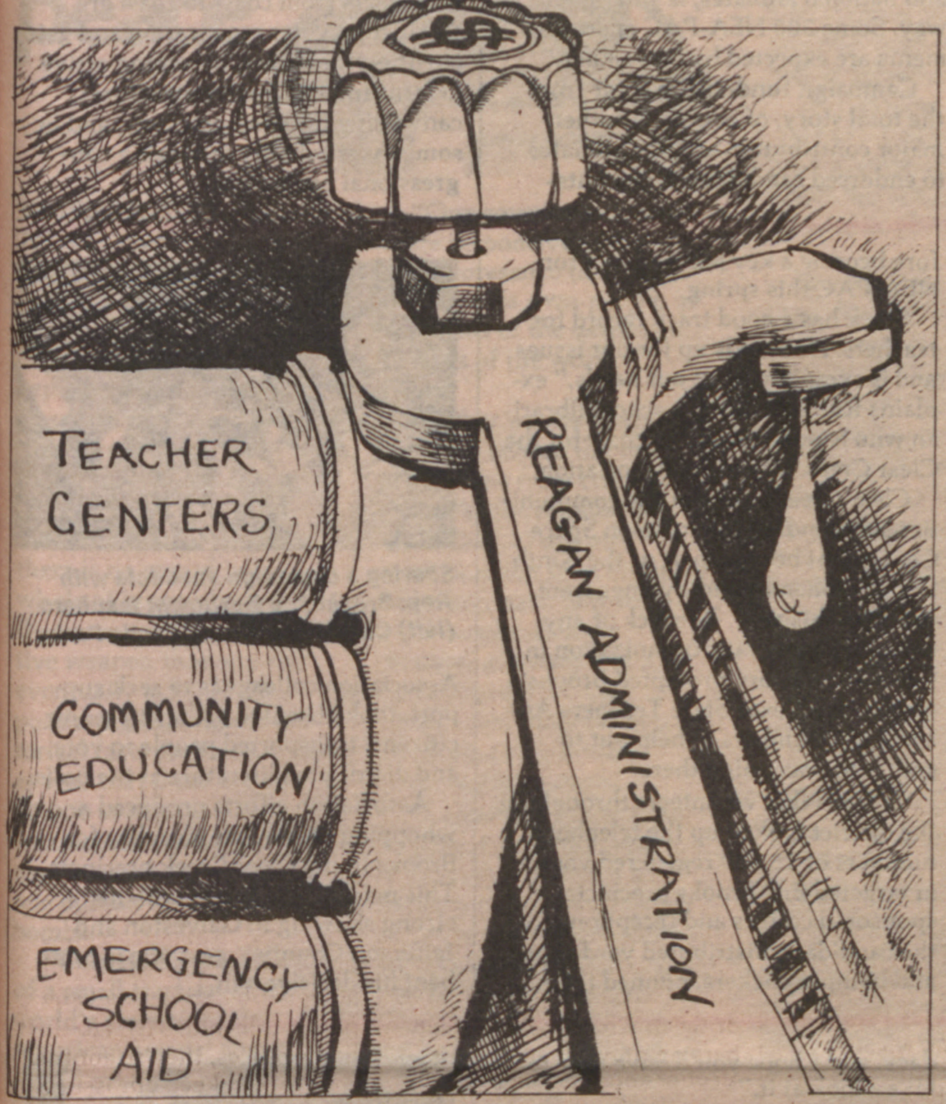


Congress sets budget targets in the spring, Tarr-Whelan explains, but budget authorizations are voted on during the summer months when schools are closed, making it difficult to mount strong issue-oriented mail barrages.

"Preauthorization gives us the ability to respond quickly and in strength at any time legislation comes up in Congress," says Tarr-Whelan. "It's another tool in our efforts to defend public education from the current assault."

You can participate in the preauthorization drive by contacting your congressional contact team member, UniServ director, or local Association president, or by writing directly to NEA Government Relations at 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Block grants may spell doom for many school programs



WASHINGTON, D.C.—The new education block grants, folding nearly 30 federal school aid programs into a single package, take effect October 1.

Right now's the time, however, for Association members to start making sure that public education doesn't get further shortchanged under the new minimal federal regulations governing the grants.

Conceived by the Reagan Administration as a way to "get government off our backs," the block grant approach is little more than a thinly veiled attempt to further shrink the federal role in public education. Total funding for the formerly separate programs has been chopped to $432 million for the coming school year—nearly 50 percent below 1980 levels.

While proposed as an "interim" measure, the block grant concept may well signal the end of federal aid for many critical programs, as state and local education agencies become free to pick and choose which of the programs to fund with their scarce federal dollars.

Teacher centers, community education, and emergency school aid are among the programs that will now have to compete against each other for block grant money.

Although federal guidelines for the block grants are sketchy, they do make specific provisions for services to children in private schools—while offering no protections or guarantees for public school students.

Filing official comments with the Department of Education in April, NEA criticized this discrepancy and many other obvious shortcomings in the regs, pointing out that there is no evidence to suggest that students will be any better served by consolidating programs.

Eighty percent of each state's block grant funds will be distributed locally on the basis of enrollment in public and private schools. The remainder will be retained by the states for administration and other projects.

Overseeing each state's grants will be an advisory committee appointed by the governor. Because of the committee's advisory status, there is no assurance that the concerns of teachers, parents, or students will be met, but it is important that all three at least be represented.

"The advisory groups will set distribution formulas for local education agencies to follow," notes NEA's Federal Agency Relations Manager Warlene Gary, "and will determine how the state block grant funds will be used. We must ensure equal opportunity for all children in this process."

Beyond assuring teacher participation on the state advisory committee, NEA affiliates will need to maintain contact with the governor's office and those assigned to administer each state's block grant. Locally and on the state level, NEA members will need to monitor the education agencies that will actually be applying for and spending block grant money. □

Teacher centers face struggle to survive

WASHINGTON, D.C.—Since 1976, federal money has been available to establish teacher centers around the country.

The most popular and effective new idea in continuing education to come along in decades, teacher centers are designed and run by teachers to improve their instructional skills and to develop curricula addressing the special needs of their students.

After July 1, however, teacher centers face an uncertain future. They and almost 30 other education programs that formerly got their own guaranteed federal dollars will be consolidated and forced to compete at state and local levels for the new education "block grants" from Washington *(see story above)*.

It will be up to state and local education agencies to decide how large a slice, if any, of their new smaller block grant pie to give to teacher centers.

Anticipating sharp drops in funding, local policy boards that have run the federally funded centers are now working to find new financial resources to keep on operating. For example:

▶ New Hampshire's first teacher center, in Manchester, is regionalizing its services. Beginning in September, the center will serve teachers in 15 school districts, charging each district an annual fee. In addition, the center will start charging teachers for programs and workshops.

The center's survival plan also calls for building coalitions with business and industry. "Our area is highly technological," explains policy board member Donna Murphy, a classroom teacher. "With financial support from business and industry, the center can train teachers to help students become competent in data processing and computer fields."

▶ The Santa Clara County, Calif., teacher center plans to publish and sell teacher-created instructional materials. Now serving 30 school districts, the center will charge new districts an entry fee and will also begin charging for staff consultant time.

"While the Santa Clara County Office of Education has agreed to provide some funds and space for the center, it is up to us to tap other sources," says policy board chair Pat Barnes. "We are confident that through intensive efforts we'll get some funds from the state and the private sector."

▶ Dover, Del., teachers are working through the state legislature. They hope either to obtain one-year funding legislation for their teacher center or else to make it a regular part of the local school budget.

The teacher center: a place to sharpen skills and share classroom strategies.

▶ The Arkansas Education Association is helping teacher centers in Hot Springs and Texarkana to push for state and local funding. AEA helped the two centers organize teachers, parents, and administrators who petitioned the governor to provide funds for the centers. There is no word yet on the governor's decision, but state legislators have pledged their support.

Meanwhile, the local board of education has voted unanimously to keep the Hot Springs teacher center alive. Reports Bill Nipper, director of the center, "We lost some resources—several staff people, for example. But we met our most important objective: our doors will remain open."

In the rush to find alternative strategies for teacher center funding, "don't overlook the block grant process itself," advises NEA/IPD Director Sharon Robinson. "When lobbying to get scarce federal block grant funds allocated to teacher centers, teachers can bolster their case by focusing on their centers' successes—in staff development, new teacher resources, and continuing education innovations.

"The whole NEA network—including state Association IPD staff, lobbyists, IPD committees, and UniServ staff—continues to support teacher centers," Robinson adds. "This kind of support does not depend on outside funds." □

ELECTIONS 1982

Associations take sides in congressional races

WASHINGTON, D.C.—Association members around the country have contributed over $500,000 so far to NEA's political war chest for the 1982 congressional elections.

California tops the nation in total NEA-PAC contributions, at $60,112. States leading in average contributions per member are Wyoming, Alaska, Hawaii, Washington, and Alabama.

NEA-PAC funds are used to help elect friends of public education to federal office. NEA-PAC's bipartisan endorsement process, involving thorough interviews of candidates and requiring concurrence by both state and national affiliates, is still under way. Some 300 NEA-PAC endorsements are expected by November.

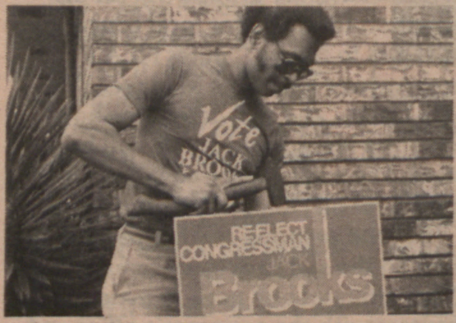
Campaign fundraising is far from the total story, of course. Another major contribution of NEA affiliates to endorsed candidates is the nuts-and-bolts campaign work of thousands of politically skilled Association members.

As the 1982 races begin to heat up, teachers and other NEA member volunteers from coast to coast are conducting voter registration and get-out-the-vote drives, becoming active in local and state party structures, canvassing targeted precincts, and in some cases actually managing congressional campaigns. □

IN TEXAS

TSTA/NEA goes all out for a longtime friend

BEAUMONT—Association members on Texas' booming southeast Gulf Coast put their all into Rep. Jack Brooks' successful battle to win the Democratic primary here May 1 over four conservative challengers.



Efforts of activists like Beaumont CTA President-Elect Charles Finnell were key to Brooks' first-ballot win.

Paying tribute to teachers' key role, Brooks saluted the "literally thousands of hours of volunteer work by classroom teachers who brought enthusiasm, energy, and dedication" to his campaign.

Brooks has represented Texas' Ninth Congressional District since 1952. He now chairs the House Government Operations Committee, through which any plan to dismantle the cabinet-level U.S. Department of Education would have to pass. His tough battle for renomination therefore became a key political test for NEA-PAC this spring.

"Jack has a good track record for teachers. He stands up for our issues and is sympathetic to our needs," explains Ruth Dowling, a school librarian who is political action chair for the Clear Creek Educators Association.

Clear Creek is one of the communities surrounding the Johnson Space Center that became part of the Ninth District when boundary lines were redrawn this year. The lack of any existing Democratic organization in this new territory prompted Brooks' staff to ask Texas State Teachers Association members to help put together his campaign there.

TSTA/NEA volunteers throughout the district looked up the telephone numbers of 15,000 registered voters in targeted pro-Brooks precincts, sponsored coffees and receptions for the candidate, distributed yard signs and bumper stickers, phoned their Association colleagues to seek support, took absentee ballots to senior citizens, transported people to vote, and distributed literature at the polls.

Sharing a campaign anecdote with Rep. Brooks are Beaumont teachers (left) Carole Smith and Wanda Parks.

Association efforts produced a whopping 66 percent plurality for Brooks in the Clear Creek precincts. This margin, combined with his strong showing in Galveston and Jefferson Counties, gave the incumbent his decisive win. □

IN OREGON

'People power' strengthens a member's bid for Congress

SALEM—An outspoken red-haired grandmother on leave from her teaching post at Mount Hood Community College is running for Congress in Oregon's new Fifth District.

State senator and Association member Ruth McFarland has the enthusiastic endorsement of NEA-PAC and the Oregon Education Association's political action arm.

If she wins the nomination in late May over her four opponents in the Democratic primary, McFarland will run against Republican Denny Smith in November. Smith has served one term in Congress, representing the huge Second District that covers the sparsely populated eastern half of the state. He chose to run in the new 5th District this year when Oregon gained an extra congressional seat.

When it comes to his favorite candidate, Corvallis speech teacher Rick Wallace believes in communicating visually as well as orally.

Smith is therefore not technically an incumbent, but he has the advantages of incumbency, including name recognition and money. He is an archconservative who unseated longtime Oregon Congressman Al Ullman in 1980 through a negative campaign heavily financed by the National Conservative Political Action Committee (NC-PAC).

Smith, a wealthy newspaper owner, has so far voted "wrong" on every single education issue that's come up in the House and has earned a reputation as one of the least effective freshmen in the 97th Congress.

Whoever runs against him will be outspent at least seven to one. McFarland isn't worried. "We can't do it with money," she cheerfully admits, "so we'll have to do it with brains."

McFarland has people power on her side. Association volunteers are going door to door in the Fifth District as the primary approaches. Their pitch is time-honored but effective. "Good afternoon. I'm supporting Ruth McFarland for Congress. I have some literature here about her candidacy, and I hope you'll have time to take a look at it."

Such personal contact is not only much cheaper than using the mails but is also more likely to get her brochures read by Oregon's traditionally independent and thoughtful voters.

One of McFarland's campaign slogans is "A voice for Oregon—not a rubber stamp for Reagan." Oregonians, who have watched their lumber-based economy go straight downhill under the Administration's high interest rates, are fed up with Reaganomics. Unemployment now stands at 12 percent statewide and is over 30 percent in some mill towns. □

"Young women vote for me because I'm a feminist, old women because I'm a grandmother, young men because I'm strong, and old men because I'm sexy," explains Ruth McFarland.

...nor is NEA ignoring 1984

NEA President Willard McGuire (center) confers with South Carolina Education Association President Elaine Marks and Assistant Executive Director Joe Grant during meeting of a special NEA committee appointed by McGuire to study delegate selection procedures for the 1984 Democratic and Republican national conventions. Other committee members, representing key primary or caucus states, are Maine Teachers Association President Beth Supranovich and Executive Director John Marvin; NEA Executive Committee member Pearl Mack of Illinois and IEA Executive Director John Ryor; Iowa State Education Association President-Elect Phoebe Tupper and Political Action Specialist George Brown; and NEA-New Hampshire President Bill Shanahan and Executive Director Mel Myler.

'Let us all speak of peace'

WASHINGTON, D.C.— *NEA Executive Director Terry Herndon was invited to share his thoughts on America's new grassroots peace movement with reporters at the National Press Club here in April. Here are excerpts from his remarks.*

"Please consider that there is no record in the whole of human history of the invention of an effective weapon that was not eventually used. While pondering that simple historical fact, please consider as well that there are now 40,000 to 50,000 nuclear weapons in the world, with explosive power exceeding one million Hiroshima bombs.

"Clearly, the explosion of a small fraction of the world's arsenal, or the American arsenal alone, would mean that civilization as we know it will cease to exist.

"In such a world the 'common defense' is to be found only in the aggressive pursuit of peace. The imposition of a self-serving Pax Americana on the people of the world through military intimidation is impossible, and the persistent effort to do so does not promote our national security or our national defense.

"How do we consider that our extraordinary intellectual capacity and technical ability has led the world in the development of weaponry for 50 years, and yet we are more vulnerable to annihilation than ever before?

"Do we so doubt the efficacy of our wonderful democracy and our marvelous people that we give our present and our future over to a menacing Soviet pressure?

"We ring the globe with military installations because of the Soviets. We flood Europe with missiles because of the Soviets. We shrink from confrontation with apartheid because of the Soviets. Now we are pressured to cut welfare and education efforts because of the further Soviet nuclear buildup.

"Our government seems more responsive to the Soviet presence than to the needs of its own people or the needs of the desperate peoples of the world.

"Neither we nor the Soviets can rely on the seas to shield us from one another. As the missile flies we are but 30 minutes apart, and the span diminishes with each new technical development or strategic placement of a launching device. Our windows of vulnerability are open, but they will never again be closed.

"I, and most of my colleagues in the NEA, see this reality and know that the security and well-being of our nation are enhanced by the instruments of peace, not war. We want freedom from the persistent fear that governments, either by accident or decision, will end life on this marvelous planet. We, in 1982, will not accept Big Brother's declaration that 'War is Peace.'

"The omnipresent nuclear umbrella has not created jobs, filled bellies, ended oppression, or forestalled Soviet exploitation of human misery in the third world. Moreover, neither aggressive arms supply nor bellicose diplomacy arrested the creep of Marxism into Viet Nam, Cuba, Nicaragua, El Salvador, Afghanistan, or many other places. Then why do we rely on these policies for future defense?

"It is for the people of this nation to decide whether we will be the envy or the anxiety of the world. The better course is tough. It requires a solid and fair economy; a healthy, well educated, and hopeful population; and a stable, peaceful world order. The other is easy. It requires only threats, bellicose rhetoric, and more and more arms.

"I speak to you as a husband, father, brother, and son. I speak as a neighbor. I speak as a proud American. I speak as a teacher, and I pray, 'Let us all speak of peace.' " ☐

Ohio's Bruce Brombacher is

Teacher of the Year

UPPER ARLINGTON, OHIO—Bruce Brombacher is an NEA/Ohio Education Association member who combines dedication to his students with advocacy for teachers—and makes it look easy.

He has been named 1982 Teacher of the Year in a national competition sponsored by the Encyclopaedia Britannica Companies, *Good Housekeeping* magazine, and the Council of Chief State School Officers.

Brombacher, 33, teaches 8th and 9th grade math and algebra at Jones Junior High in this prosperous Columbus suburb. While some teachers are leaving the profession for higher paying jobs in industry, Brombacher gave up a promising career in scientific research to go into the classroom.

Says one of his former students, "Any teacher who can convince junior high students that mathematics is fascinating, absolutely essential to their lives, and can be learned by anyone intelligent enough to multiply money and divide a pizza among friends is way out front."

Says a parent, "He makes himself available to the students for help between classes and during his 'free' time. Mr. Brombacher has that desirable quality of reaching all levels of learners in a classroom."

Says Tracy Ludy, president of the Upper Arlington Education Association (UAEA), an OEA/NEA affiliate, "Bruce did in six years what it takes others a lifetime to accomplish. He's topnotch. Not only does he provide a superb example of what a teacher should be, but his enthusiastic support for the Association rubs off on others."

Agrees his principal, "Bruce is a great teacher and educator . . . he has had several opportunities to move into supervisory positions, but has chosen to stay in the classroom. Bruce could be anything he wants to be. We at Jones Junior High are glad he wants to be a teacher."

Teaching was not Brombacher's first career choice. He started out with a double major in math and physics, intending to go into scientific research. Vietnam intervened, and Brombacher spent a non-combat tour of duty serving in the military police and as a drug counselor. Upon his return, he resumed working toward his Ph.D. in physics.

As a graduate lab assistant, however, Brombacher found that he preferred teaching undergraduates to "the loneliness of the lab." At 27 he decided to become a teacher. Brombacher's switch in careers met with family approval—a dozen relatives have taught, including his wife Marcia, his mother, and his sister.

Does he ever regret leaving the lab for the classroom? "No," says Brombacher, "because kids are the most exciting people I could deal with. When I go home every night and see my 2½-year-old and my 4½-year-old, I see how much I mean in their lives. Then to also be part of the lives of 150 kids in my classes, and have an impact on them—it's exciting."

Brombacher is helping organize curriculum changes as Jones Junior High switches to a middle school, and he recently brought microcomputers into the classrooms. He would like to see children learning to use computers as early as kindergarten, "not because we want every student to become a sophisticated computer programmer, but because we want to teach them to use the computer as a tool."

The Brombachers do not have a home computer. ("We can't afford one," Marcia notes ruefully).

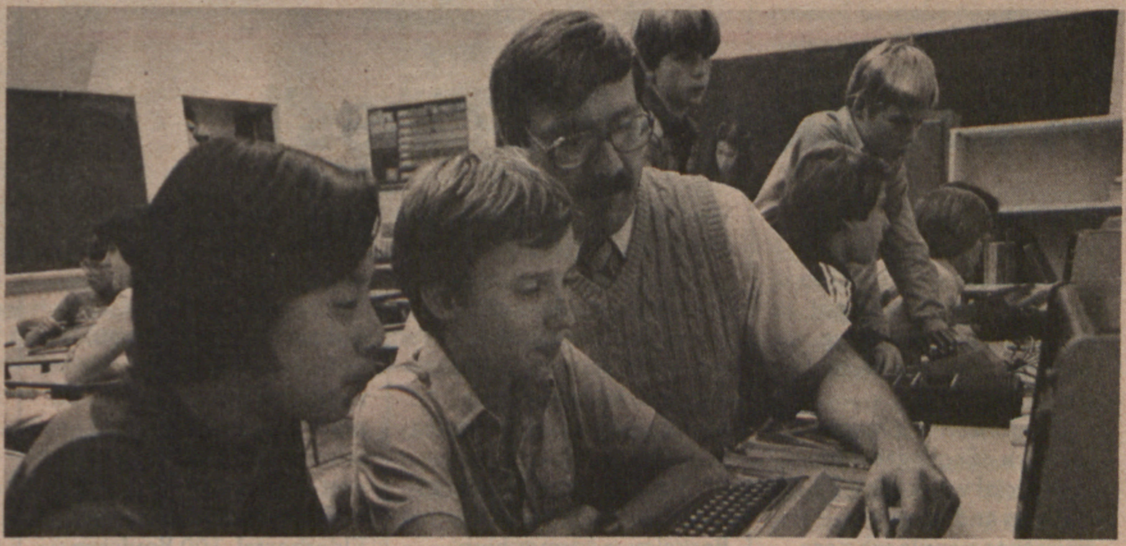
If he had not been selected Teacher of the Year, Brombacher would probably be the incoming vice-president of his local Association. "I had to turn down the nomination without telling them why," he laughs. He knew of his selection as Teacher of the Year weeks before it was publicly announced. He will spend most of next year traveling around the country speaking out for public education.

Brombacher has served as faculty representative and as a member of UAEA's negotiating team, where last year he endured 33 hours in one bargaining session. Others praised his role in helping teachers and school board members find common ground. Says Brombacher, "I've learned that both sides here are looking out for what's best for the kids."

He believes that the Association is an important peer support group. "If a teacher becomes isolated from the rest of the world, then not much will happen in that classroom that affects students' lives," he says. "We can't live in a vacuum. A lot of teacher stress arises when we take on responsibility for everything—we need to share our problems."

Brombacher received a crystal apple from First Lady Nancy Reagan in an April ceremony at the White House.

The 1982 Teacher of the Year has only one regret: "I feel bad that I'll be away from the kids for the next year." But while he's on the road, says Brombacher, "I want to tell people that there are some neat things happening in our classrooms. I'm going to share those stories and get the public involved." ☐



"Everything about my students is important to me," says 1982 Teacher of the Year Bruce Brombacher. "To me, teaching is not an eight-to-five job; rather, it's a 24-hour-a-day responsibility." A math teacher who introduced computers to his Ohio school system, Brombacher says he invites all his students to "become active participants in their own learning."

RETIREMENT ROUNDUP

Most Americans over 65 are no longer 'poor'...

WASHINGTON, D.C.— Americans over 65 are no longer the poorest group in this country (children are —see page 12, column 2).

While you may not feel particularly affluent, chances are good that you live above the poverty level. Only 14 percent of older Americans officially live in poverty (according to 1979 government figures, the latest available). This is far too many—but a drastic reduction from the 35 percent who were below the poverty level in 1959.

Life was even harder before Social Security. In 1937, two-thirds of the nation's elderly depended on welfare or the charity of family and friends for survival.

By 1979, however, nearly 97 percent of those 65-and-up are what the Social Security Administration (SSA) calls "self-dependent . . . essentially self-sustaining and able at least to subsist on their income."

This 42-year trend toward financial independence (or subsistence) "can be traced to Social Security benefits and more widespread reliance on income from savings and investments, and, to some extent, private pensions," reports SSA.

Some 90 percent of Americans age 65 or over receive Social Security benefits, with another 5 percent eligible but not yet retired.

The average retired NEA member receives $8,796 in pension payments and Social Security benefits, compared to $5,650 in total income received by the average Social Security beneficiary 65 or older.

For one-fourth of Americans over 65, Social Security payments are nearly all they've got (90 percent or more of their income). For two-thirds of the elderly population, Social Security is half their income.

Many of these people, mainly women, live frugally on the edge of misery; President Reagan's proposed federal cutbacks could push them over.

...but poverty still grips one in five older women

U.S. Rep. Patricia Schroeder (D-Colo.) tells Mother's Day press conference: "We can all accept the need to tighten our belts, but women and children are taking the brunt of the [Administration's budget] cuts. Their belt has been tightened so much it's become a noose!"

WASHINGTON, D.C.— Nearly 75 percent of the Americans over age 65 who survive below the government's official poverty line are women. With an average income of less than $5,000, older women have a poverty rate of 19 percent—higher than older men (10.9 percent), and higher than the elderly as a group (14 percent). Most Americans over 65 are women: 2.8 million compared to 1.1 million men.

The Census Bureau considers an individual with income below $3,941 as "officially poor," and income below $4,926 as "near poverty."

Only 20 percent of retirement-age women receive any type of pension, whether from their own work or their husbands'.

Worst off are older black women. Nearly 43 percent of them live in poverty, compared to older women of Spanish origin (nearly 35 percent) and older white women (nearly 17 percent).

Minority men are also poorer than whites: far more older black men (nearly 32 percent) and Spanish-origin men (nearly 27 percent) than older white men (9 percent) live in poverty.

"The Reagan budget will impose a harsh reality on older women, especially older minority women, the poorest of the poor in American society," suggests a new report entitled "Inequality of Sacrifice: The Impact of the Reagan Budget on Women."

"Cutbacks in Medicaid, Medicare, and food stamps will present older women with an increasingly ugly prospect for their 'golden' years," the report says. "Add to these the slashes anticipated in housing, legal services, elderly nutrition programs, and energy assistance, and those golden years for older women quickly become the most frightening years of their lives."

The report was released by the Ad Hoc Women's Budget Coalition and the Women's Campaign for Jobs and Economic Justice in a Mother's Day press conference at NEA Center.

It details some of the blows older women might have to absorb if proposed Reagan budget cuts go through:

► Reduction in the cost-of-living adjustment for Social Security, which could push thousands of the elderly below the poverty line.

► An end to the Senior Community Service Employment Program, which has provided part-time community service jobs to almost 80,000 elderly poor persons, two-thirds of them women.

► Higher medical costs, as insurance co-payments and deductibles are raised and Medicare and Medicaid reimbursement rates for doctors and hospitals are reduced.

► Loss of food stamps. The Administration wants to drop all food stamp benefits of $10 a month or less—a seemingly small benefit, but a large portion of the food budget for many people. An elderly person living alone on as little as $265 a month could be dropped from food stamp eligibility.

► Further loss of food stamps under a new formula that would count federal assistance with heating bills as "income" in figuring food stamp eligibility.

► A 5-percent drop in rent subsidies.

► Abolition of the Legal Services corporation, which has provided lawyers for those otherwise unable to afford them. Some two-thirds of the legal services clients last year were women. □

A vacation with 'class'!

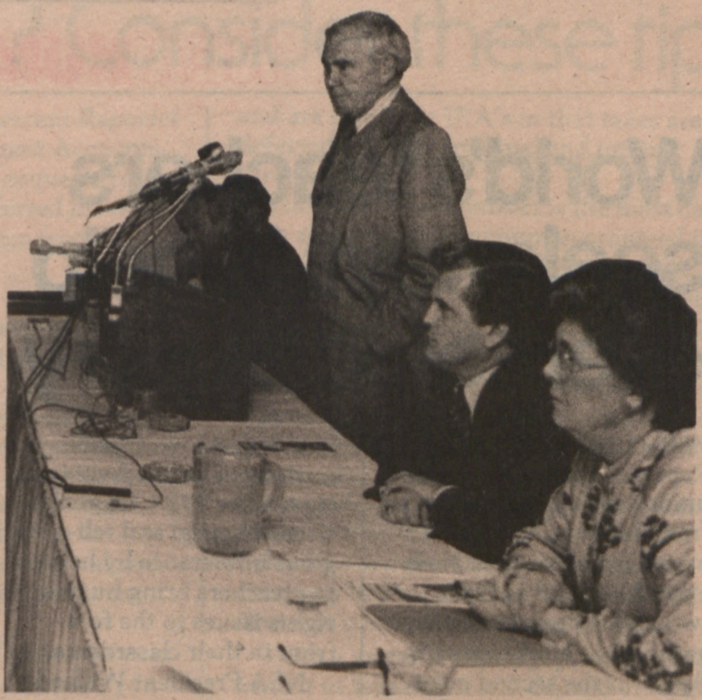
BOSTON, MASS.—If you're over 60 and looking for something different to do this summer, why not combine an inexpensive vacation with intellectual stimulation?

Elderhostel is a loose network of colleges offering special week-long liberal arts and science courses to people who are at least 60 years old (and younger spouses or companions who accompany Elderhostel participants).

The $150-per-person price tag includes tuition for up to three courses, room and board (in college dormitories and dining rooms), and extracurricular activities.

"I don't see any limits to Elderhostel," says William Berkeley, a former high school teacher who is now Elderhostel president. "We're in the midst of a demographic revolution. Those who used the GI Bill are about to turn 60, and our program appeals mostly to those who've had more education. Retired school teachers are our biggest single group."

For a free catalog write Elderhostel, 100 Boylston Street, Boston, MA 02116. □



United Auto Workers President Douglas Fraser (standing) stresses importance of bringing medical costs under control. Also speaking at spring press conference called by Committee for National Health Insurance was NEA President Willard McGuire (seated at table, second from right), who underscored the hardship that high medical bills place on poor and elderly.

NEA calls for strict curb on rising medical costs

WASHINGTON, D.C.—NEA is backing federal legislation that would place strict curbs on the cost of medical care, as an alternative to the Reagan Administration's proposed cuts in Medicare, Medicaid, and other federal health programs.

"Both medical cost increases and federal health care cuts strike hard at older citizens," says NEA President Willard McGuire. "Many of our retired members receive less than $5,000 a year from state pension plans—the average is $5,016. On these low incomes, they must assume the ever-increasing cost of Medicare deductibles and copayments. Cutting medical aid would target the poor and the elderly, the very people least able to bear a heavier burden."

The federal share of the nation's $280 billion health bill in 1981 amounted to $70 billion—more than five times the federal investment in education. "If we could bring rising medical costs under control, then we as a nation would have greater resources to put into public education," McGuire points out.

The Association supports a bill drafted by the Committee for National Health Insurance (CNHI), a coalition of some 80 labor, professional, consumer, senior citizen, and church organizations, including NEA.

The bill would encourage states to set limits on Medicare, Medicaid, and private insurance payments to hospitals and nursing homes, as well as to keep a lid on doctors' and other health professionals' fees. □

SOS battles to save Social Security

WASHINGTON, D.C.—Is the Social Security system teetering on the brink of bankruptcy, as the Reagan Administration keeps suggesting?

No, argues Save Our Security (SOS), a coalition including NEA and over 100 other national organizations representing almost 40 million Americans. SOS is housed at NEA Center.

In a new pamphlet called "Saving Social Security," SOS points out that only one of the three Social Security trust funds—old age and survivors' insurance—faces a short-term problem, because of recent double-digit inflation and high unemployment.

"Once we're past the short-range problem, Social Security will again be financially sound," SOS states. "The post-World War II baby-boom generation will be paying into the system over the next 30 years, more than covering the pensions of an increasing number of people on the retirement rolls.

"Around the year 2010, the baby-boom generation will begin retiring, and costs *may* start to go up. But this is by no means certain. We shouldn't be stampeded now into making unwise, unnecessary and cruel benefit cuts to meet costs which won't begin to arise until well into the next century, and which can be met without cutting benefits."

Members of NEA and scores of other organizations in the SOS coalition demonstrate their strong opposition to any tampering with the Social Security system by Congress or the Administration. The National Commission on Social Security Reform will report recommendations for preserving and financing Social Security by the end of this year.

SOS suggests ways in which Social Security—and the people who depend upon it—can be protected into the next century:

► Restore the $122-a-month minimum benefit to all who retire in 1982 and after.

► Reallocate Social Security taxes, giving more to the old age and survivors' insurance fund and less to disability insurance.

► Allow the old age and survivors' fund to borrow from the health insurance fund during the short-range crunch, paying back the loans during the 1990's.

► Give Social Security back-up authority to borrow from the general fund.

► Recredit outstanding Social Security checks that have never been cashed, recouping $255 million in fiscal 1982.

► Increase trust fund yields by investing in one-year maturities paying the going interest rate.

► Add public members to the board of trustees that administers the trust funds.

► Establish a bipartisan board of directors to run Social Security as the huge pension and group insurance plan that it is.

► Set up a cost-of-living council to make recommendations to Congress on the most accurate ways of measuring cost-of-living increases for Social Security beneficiaries.

For a free copy of "Saving Social Security," write SOS, 1201 Sixteenth Street, N.W., Suite 222, Washington, DC 20036. Also available, for $1.00, is a readable look at Social Security and public confidence entitled "Social Security: A Sound and Durable System." Author is Robert M. Ball, U.S. commissioner of Social Security under three Presidents. □

World's teachers seek ways to help overcome bigotry

WASHINGTON, D.C.—Representatives of teacher unions and associations from Belgium, France, Germany, Israel, and the Netherlands, as well as from two global organizations, gathered at NEA Center in April for the second meeting of the International Teachers' Committee To Combat Racism, Apartheid, and Anti-Semitism.

The organization was founded at a worldwide conference in Tel Aviv in November 1980. Its goal is to battle racial and religious intolerance by helping teachers bring human rights issues to the forefront in their classrooms.

NEA President Willard McGuire chairs the international committee; its administration is the responsibility of NEA.

One of the committee's first joint efforts will be to publish an anthology of poetry and prose selections reflecting the themes of tolerance, friendship, and humanism. The readings will be taken from English, French, Spanish, Dutch, and Hebrew literature.

In a major structural decision, the representatives of the various national teacher groups strengthened the Committee's membership base by admitting the two world organizations of teacher groups (the World Confederation of Organizations of the Teaching Profession and the International Federation of Free Teachers' Unions). □

Pledging to intensify efforts of France's teachers to combat race prejudice and anti-Semitism is Alain Mouchoux (center), national secretary of the Federation de l'Enseignement Nationale. Listening are Robert Harris, WCOTP representative to governmental organizations, and Ann Anctil, president of Maine's Lisbon Education Association. Anctil served as a translator for the international teachers' meeting at NEA Center.

Administration abandons national commitment to equal opportunity

WASHINGTON, D.C.—The Reagan Administration has launched many attacks on civil rights in its first 18 months. Notably, it has—

► Opposed the Equal Rights Amendment and a strong Voting Rights Act.

► Nominated to the Civil Rights and Equal Employment Opportunity Commissions people who lack sensitivity to the purposes of these agencies.

► Reversed the Justice Department's role in affirmative action requirements for timetables and guidelines.

► Eliminated affirmative action considerations in most federal appointments.

► Proposed to weaken or eliminate the role of the Department of Labor in regulating the practices of federal contractors.

► RIF'd disproportionate numbers of minorities and women from federal jobs.

Civil rights in education have suffered special onslaughts. The Administration has—

► Weakened school desegregation in several ways—by cutting funds for the Emergency School Aid Act, which helps desegregating school districts, and by placing the funds in block grants; by relaxing the enforcement of laws that support desegregation; by supporting legislation to cut the use of busing as a desegregation remedy; and by proposing to transfer the enforcement authority of the Education Department's Office for Civil Rights to the Justice Department (which has announced anti-busing and anti-affirmative action positions).

► Reduced the bilingual education budget by 30 percent this year, and withdrawn the longstanding *Lau* guidelines that have governed the implementation of appropriate programs for language-minority children.

► Excluded guaranteed student loans from the definition of federal financial assistance to colleges under Title IX. This decision will exempt at least 300 colleges and universities from Title IX guidelines.

► Repeatedly found colleges in compliance with Title IX despite blatant examples of discrimination against women in their athletic programs.

► Proposed regulations that would exempt most higher education institutions with federal contracts from filing full affirmative action plans.

► Reduced child nutrition funding, so that children from low-income families lose access to summer food programs.

► Reduced youth employment opportunities and severely cut vocational education programs. □

Ex-football coach wins settlement — for black colleagues, not himself

RALEIGH, N.C.—A black physical education teacher who was replaced as head high school football coach here six years ago has accepted a precedent-setting out-of-court settlement that will benefit other black teachers—though not himself.

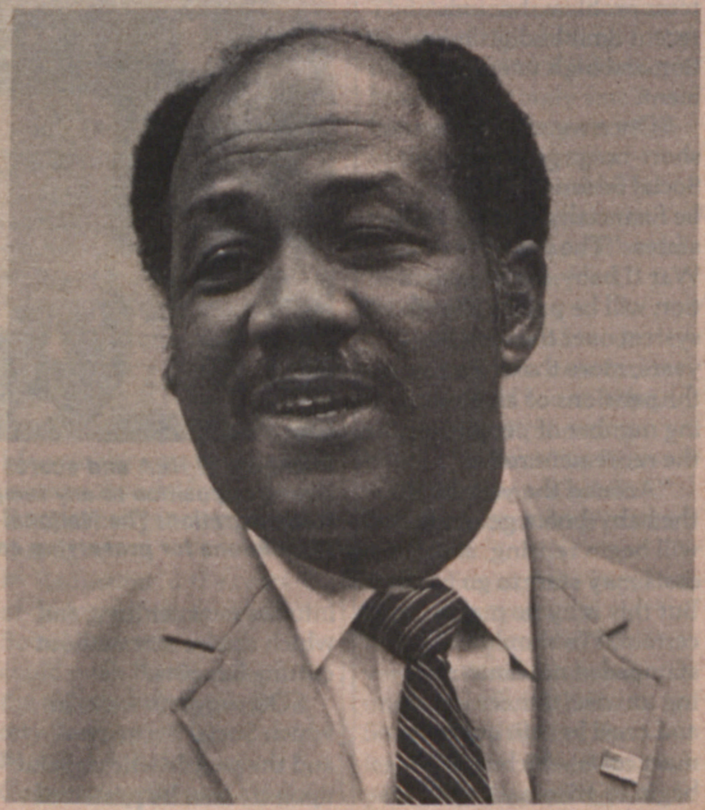
The Wake County Public Schools system has agreed to set up a voluntary affirmative action plan that will more equitably assign black teachers to paid extra-duty positions as coaches, activity sponsors, assistant principals, and department heads. By the 1985-86 school year, school administrators agree, these assignments will reflect the 20 percent of the county's 3,000 teachers who are black.

Frank Roberts, an outspoken advocate for minority rights, lost an annual coaching supplement of $1,500 when he was relieved of his duties in 1976 due to charges he believes were racially motivated. Backed by the NEA DuShane Unified Legal Services Program, he originally sought back pay and reinstatement as head coach at Broughton High School, where he has continued to teach physical education.

"I can't put a price tag on this settlement," says Roberts, "because it's the first of its type in North Carolina. I felt the best thing I could do was to help the black coaches who come behind me. I felt this was better than any amount of money I might recover."

John Wilson, president of the North Carolina Association of Educators, calls the agreement "a major breakthrough in seeking affirmative action plans." □

When phys ed teacher Frank Roberts was dismissed as head football coach six years ago, he says, "I felt a deep void." He filled that void by taking part in Association activities and will become president of his local association this summer. Roberts is also an NCAE director-at-large, vice-chair of NEA's Black Caucus, and an active member of NEA's Minority Affairs Committee. "Now I touch many more lives in my Association work than I ever did while coaching," he reflects.



Happy birthday, Title IX!

WASHINGTON, D.C.—June 23 marks the tenth anniversary of the federal statute outlawing sex discrimination in federally funded education programs and activities.

The years since Title IX of the 1972 Education Amendments was enacted have been remarkable for the tangible progress achieved, as well as for America's changes in attitude. However, the years have also revealed many problems of sex discrimination that appear resistant to solution.

On the plus side, the number of women entering graduate and professional schools has increased significantly, as has the number of females participating in interscholastic athletics.

School practices involving blatant sex bias—such as assigning male and female students to different activities—have generally been eradicated. Both faculties and student bodies have come to recognize that in principle, at least, males and females must be treated equally in the academic environment.

On the minus side, there is still much to be done. Male students continue to dominate professional schools, as well as interscholastic athletics. Progress has been slow in vocational education, where courses and programs are still largely sex-segregated.

The percentage of school administrators who are women remains small—as does the percentage of tenured college and university professors.

A bill introduced by Senator Orrin Hatch (R-Utah) earlier this year would severely cut Title IX's coverage and effectiveness. Fortunately, concerted lobbying efforts—including an impressive letter-writing campaign led by the NEA Women's Caucus—have apparently dissuaded Hatch from pursuing this legislation.

However, the Department of Education is now reviewing all Title IX regulations and may attempt to institute aspects of the Hatch bill through rewrite of the regs.

The title of a recent publication on Title IX by the National Advisory Council on Women's Educational Programs—"The Half-Full, Half-Empty Glass"—suggests the current status of this landmark law's implementation.

Title IX's tenth birthday should be a time of celebration for all who care about equity—and a time to recharge our efforts to attain full equality in American education. □

Investing? Consider these tips

WASHINGTON, D.C.—A recent *Reporter* article on Individual Retirement Accounts (IRA's) has prompted many requests for more information on tax-deferred investments. Here is the latest advice from NEA Special Services.

An IRA allows you to invest money and delay paying taxes on both the principal and the interest earned until you start withdrawing funds—usually after retirement.

Because of tax law changes, you may now contribute up to $2,000 annually to an IRA. If your IRA covers a nonworking spouse, the maximum contribution increases to $2,250. A working husband and working wife each may contribute up to $2,000 ($4,000 total).

To obtain the tax-deferred status on your IRA investment for the 1982 tax year, you have several alternatives.

You can open your IRA as late as April 15, 1983 (filing deadline for your 1982 income tax return). You may make a lump-sum deposit to your IRA at any time before you file your tax return, or make periodic contributions to your IRA with after-tax dollars all during the tax year. Some IRA participants will be able to make contributions without using disposable income, by reducing their federal withholding tax by an amount equal to their anticipated IRA investment.

There are other options as well. The important point to remember is that your IRA does not become effective (under IRS standards) until you declare your deduction on your tax return. You may switch investments prior to filing your return with no federal tax penalty, but check your IRA contract for possible penalty provisions.

Where to invest? Your options are virtually unlimited. Banks, brokerage firms, credit unions, insurance companies, and other financial institutions are all competing for your IRA dollars.

When evaluating investment alternatives, consider the investment risk, fees, amount of control over your investment, and both federal tax and contract penalties for withdrawing funds early.

A 10 percent federal tax penalty will apply if you've taken your IRA deduction and withdraw IRA funds before age 59½, unless you die or are totally disabled.

Also, you must begin drawing on your IRA account by age 70½ or a 50 percent penalty will be assessed against the difference between what is paid out and the amount that should have been paid out, as determined by life expectancies. In addition to the penalties, all funds withdrawn from an IRA are taxed as ordinary income in the year they are withdrawn.

Federal tax withdrawal penalties should not necessarily discourage IRA participation. For example, the closer you are to age 59½, the less likely you are to incur the penalty. If you are 59½ or older, there is no risk of penalty, so long as you begin to withdraw earnings by the tax year in which you turn 70½ and those amounts are paid according to general life expectancies.

One last point about IRA's. Whoever you name as your beneficiary (it can even be your own estate) is taxed as if the funds were ordinary income. A beneficiary also can assume an IRA without cashing it, and IRA rules apply as though that individual had personally set up the IRA.

Tax Deferred Annuities (TDA's) have been available to most employees of nonprofit educational institutions since 1954 and are similar to IRA's in that taxes are deferred on both principal and interest earned.

The *fixed TDA contract* is the most common and offers a minimum guaranteed interest rate while your funds accumulate, plus a guaranteed benefit payment at retirement. Usually, actual interest and benefit rates exceed guaranteed minimums. Contributions to fixed TDA's are invested in an insurance company's general investment account, consisting mostly of bonds and mortgages.

No principal or interest guarantees are made with *variable annuities*. Your contributions are invested by the insurance company in a separate account and used to invest in common stocks and equities.

With a variable annuity, your monthly benefit in retirement will depend on fluctuations in your investment account and the type of annuity option you choose. Your investment risk is greater with a variable than a fixed TDA, but your investment returns, at least in theory, will be greater also.

Note: The IRS has recently disqualified as tax-deferred investments certain publicly available "wraparound" variable annuities that rely on money-market mutual funds as the investment vehicle. If you have one of these, check with your company representative to determine if it still qualifies as tax-deferred.

With *qualified mutual funds*, a third type of TDA, your contributions are made to a bank-maintained custodial account and are used to buy shares in mutual funds (regulated investment companies) you select.

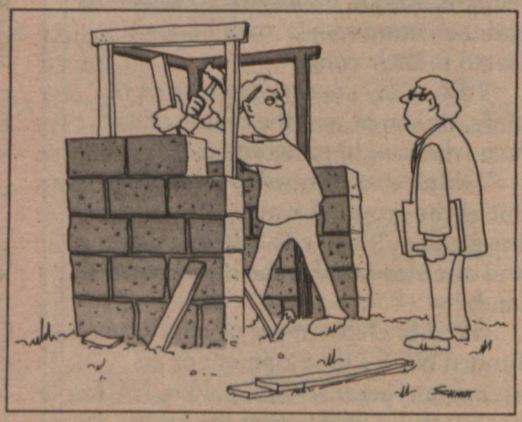
Certain requirements must be met for the investment to be treated as an annuity contract. Your contributions must be invested exclusively in regulated investment company stock (i.e., mutual funds shares and money fund shares). They cannot be withdrawn before age 59½ except in case of death, disability, separation from service, or financial hardship.

As with the variable TDA, your investment risk is tied to the performance of the mutual fund you select.

For a free TDA information guide, contact your state Association or write NEA Special Services, Teachers Services Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

As best as can be determined, you may invest up to the maximum allowed under the tax exclusion formula for your TDA and still contribute up to the $2,000 allowed annually in an IRA. However, at this time, most NEA members would be well advised to invest to the maximum in a good tax-deferred annuity *before* taking advantage of an IRA.

In any case, investigate all your options first, and if necessary consult a qualified tax advisor. □



"When I suggested that you construct a tax-shelter, what I had in mind was . . ."

Polaroid project puts cameras in classrooms

CAMBRIDGE, MASS.—For teachers interested in introducing instant photography to their students, Polaroid offers two free cameras in exchange for proofs of purchase from 20 packs of SX-70 or Time-Zero color film.

The offer is part of the Polaroid Education Project and includes a 100-page teacher's guide to camera-based learning activities, designed in collaboration with teachers. The guide suggests ways to integrate photography into different grade levels and subjects, including language arts, social studies, math, science, special education, and English as a second language.

The offer expires December 31, 1982. For more details write Polaroid Education Project, 549 Technology Square, Cambridge, MA 02139. ☐

Start planning now for American Education Week

WASHINGTON, D.C.—"A strong nation needs strong schools" will be the theme of American Education Week—November 14-20, 1982.

NEA, the National Congress of Parents and Teachers, the National School Boards Association, the American Legion, and the U.S. Department of Education cosponsor this annual event, which mobilizes parents, school employees, government officials, and citizens in a week-long celebration of America's public schools.

A new eight-page planning guide for the Week is available free for the asking. The NEA Professional Library also offers a comprehensive AEW promotional packet for $5.95 (stock no. 5050-9-5D).

The packet includes a greatly expanded AEW observance manual . . . eight full pages of reproducible art to use as flyers, advertisements, and other promotion pieces . . . discount coupons for books from the NEA Professional Library . . . plus an AEW proclamation, a Teacher Day certificate, and samples of AEW nametags, placemats, news releases, and other materials.

Order both the packet and the free planning guide by writing the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or by phoning 203/934-2669. ☐

Poverty makes a comeback; children pay the price

WASHINGTON, D.C.—Nearly 20 years ago, President Lyndon Johnson put poverty in America on the front pages as he announced his War on Poverty program. Since then, the issue of poverty has gotten little attention—and with some good reason. The number of Americans living in poverty has been decreasing steadily —from 22 percent in 1959 to 11.6 percent in 1979.

Now poverty is making a comeback. A recent report of the National Advisory Council on Economic Opportunity predicts the poverty rate could reach 15 percent by the end of this year. (The Census Bureau considers income under $9,283 for a family of four as poverty level.)

Part of the upsurge in poverty, the study charges, can be blamed on the Reagan Administration's budget cuts in a host of social programs that aid the poor—Aid to Families With Dependent Children (AFDC), Food Stamps, public housing, child care.

Who are the poor? Increasingly, the study shows, the poor are children. One in five Americans under age 18 today lives in poverty, while fewer than one in seven over age 65 does so.

Many poor children, the study points out, are part of single-parent families headed by women, who have traditionally been paid lower wages than men. The combination of low wages and recent cuts in child care, AFDC, and other benefits makes it more and more difficult for women to support their families. Today, the report notes, one-third of all households headed by women live in poverty. ☐

Innovative projects win NEA fellowships

WASHINGTON, D.C.—NEA recently awarded almost $14,000 in fellowships to eight members and six affiliates for creative projects furthering instructional goals and community understanding of public education.

These Hilda Maehling fellowships of up to $2,500 each are offered each year by NEA. This year's nationwide competition drew 118 entries.

Fellowship recipients for 1982 are the Rockford (Ill.) Education Association's Professional Excellence Committee for a local "teacher fair" to counter uninformed criticism of the schools; Northampton, Mass., teacher Leonard J. Basile for designing a "portable teacher center"; the Indianapolis (Ind.) Education Association for a project to train teachers who in turn will train parents in productive tutoring; Bay City, Mich., teachers Margaret Fleischmann, Janet Dixon, and Mary Boettger for developing a kit to help involuntarily transferred teachers face the problems of new grade levels and subjects; the Eugene (Ore.) Association of Substitute Teachers for a project to upgrade subs' classroom effectiveness.

Also, Mendocino, Calif., school librarian Alice Wittig for a series of 15-minute video programs on books for K-3 children; the Inglewood (Calif.) Teachers Association for a project to improve access to legal data needed for collective bargaining; the Student NEA for a national competition requiring student teachers to prepare mock lessons; the Missoula (Mont.) Education Association for a "multi-image" program emphasizing the educational, social, and economic importance of good schools and teachers to the community; and Pittsburgh, Pa., teachers Daryl Bates Stawartz, Judy Morgan, and Richard Mathews for a project involving 450 gifted elementary students in organizing and managing 10 "companies" manufacturing a product made from apples. ☐

Mexico's children speak to their U.S. neighbors

WASHINGTON, D.C.—Do you teach social studies, Spanish, English, art, or music to elementary or slightly older students? Then consider ordering a colorful book and instructional kit showing how children in Mexico live and think.

Available in English and Spanish from NEA's National Foundation for the Improvement of Education (NFIE), the 164-page *Mexico As Seen by Her Children* features the best of some 100,000 pieces of artwork and essays submitted by 3- to 16-year-olds. Topics include Mexican history, patriotism, the landscape, families, religion, school, bullfights, city life, and the young artists' own hopes. Listen to their voices:

"I adore my country because of its birds, its songs, and the crying of the men who fought to defend it."

"I think that it is bad to take oil out of the ground because it wounds the ground. It's like us and our skin and our blood. Oil is the blood of the land."

The U.S. Department of Education funded NFIE's development of an accompanying instructional kit. NFIE has carefully field-tested the kit in classrooms around the U.S.

"These materials have been extremely useful to us in a variety of curriculum areas which stress intercultural learning," comments one teacher. "They assist students not only in looking at Mexico but in looking at themselves."

The kit includes four separate booklets (Reflections, Resources for Teaching, Music Guide, and Art Descriptions), as well as 70 resource activity cards, a cassette of music and poetry, and two posters.

To order, send in the coupon below. ☐

MEXICO AS SEEN BY HER CHILDREN

No. of Copies

☐ English Edition and Kit ..... ($16.95)
☐ Spanish Edition and Kit .... ($16.95)
☐ English and Spanish Editions and Kit .... ($33.90)

MEASURING WITH METRICS

No. of Copies

☐ Length .... ($30)
☐ Area .... ($30)
☐ Capacity .... ($30)
☐ Volume .... ($30)
☐ Mass (Weight) .... ($30)
☐ COMPLETE KIT .... ($130)

Add $2.50 postage and handling for each item ordered

Check or money order enclosed for $__________, the total of the items checked above, plus postage and handling. Satisfaction guaranteed.

Make Checks payable to NFIE and mail to:

NFIE, Room 628, 1201 16th St., N.W., Washington, D.C. 20036

Name________________

Position & Grade________________

Address________________
(Street)

____
(City) (State) (Zip)

Think metric

WASHINGTON, D.C.—Would you walk a kilometer for a newspaper? If you put a liter of gas in your car, will it get you to work? If you weigh 30 kilograms, should you be concerned?

If you'd like to learn the metric system yourself or teach it to your students, NEA's National Foundation for the Improvement of Education (NFIE) has just the thing for you.

Using a grant from the U.S. Department of Education's Metric Education Program, NFIE developed "Measuring with Metrics," for students in grade three through college. The program covers the basics of metric measures in length, area, capacity, volume, and weight.

"Measuring with Metrics" includes 10 filmstrips and 10 audio cassettes, skill sheets (ditto masters), and a teacher's manual. It is available as a complete set or in five components, one for each metric area. The program has been reviewed by 12 teachers for instructional quality and has been field tested in classrooms. The National Bureau of Standards and the U.S. Metric Board have also reviewed the package for technical accuracy.

To order, fill in the coupon at left. ☐

NEA annual meeting returns to L.A.

LOS ANGELES—Politics will dominate debate among the more than 10,000 teachers, professors, educational support personnel, and other Association members who will converge on the Convention Center here this summer for NEA's 120th annual meeting. This year's theme will be "Political Power for Educational Excellence."

Some 8,000 elected delegates from affiliates around the nation will set the next year's course for the Association during the eight business sessions of the Representative Assembly, NEA's highest policy-making body, July 3-6.

Priority issues for discussion and debate are expected to include censorship and other extremist attacks on public schools, the erosion of state and local tax bases in the current recession, and the need for renewed federal recognition of education's vital role in building both economic prosperity and national security.

The Representative Assembly agenda includes election of three NEA officers *(see story at bottom of this page)*.

Prior to the business meetings, exhibitors will be on hand displaying a vast assortment of the latest educational materials.

Disabled delegates who will need special equipment or services should contact the Office of Convention and Conference Management at NEA Center as soon as possible so that necessary arrangements can be made. □

Come early!

LOS ANGELES—Special conferences are scheduled for Association members prior to the opening of the 1982 Representative Assembly.

On June 29 and 30, a joint women's and minorities' issues conference at the Los Angeles Hilton Hotel will offer a varied program of workshops including Module II of the NEA Women's Leadership Training series, coalition building, the new federalism and its impact on public education, minority women's dilemma, and sexual harassment.

Other workshops will focus on affirmative action, coping with stress, the far right, and race discrimination, among others. Registration fee is $30 per person.

On July 1, also at the Hilton, NEA's Instruction and Professional Development unit will sponsor two concurrent mini-conferences on computers in the classroom and prime-time television as a teaching device.

The computer sessions will include a look at the issues surrounding classroom computer use, hands-on computer work sessions conducted by teachers, and a mini-course in computer language, materials, and equipment.

The TV workshops will employ actual TV clips and demonstrations. Special guest will be Henry Winkler ("the Fonz").

There is no charge for either mini-conference. Those who have not preregistered may do so at the door prior to the 11 a.m. opening.

Information on both conferences has already gone out to delegates. For more details on the women's/minorities' conference, contact the NEA Executive Office at 202/822-7199. IPD can be contacted at 202/822-7394. □

NEA to fete human rights activists

LOS ANGELES—The 1982 NEA Human and Civil Rights Awards Dinner will be held here Sunday, July 4, during the NEA annual meeting.

The eight human rights awards to be presented are—

- The H. Council Trenholm Memorial Award for advancing intergroup understanding within the education profession
- The Rosena J. Willis Memorial Awards for outstanding state and local Association human relations programs
- The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives
- The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans
- The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunity in education
- The Award for Creative Leadership in Women's Rights
- The Award for Leadership in Asian and Pacific Island Affairs.

Also to be presented during the banquet is the 1982 Irvamae Applegate Award for International Understanding.

Individual NEA members as well as state Associations may use the accompanying coupon to order tickets for the dinner. □

NEA Human and Civil Rights Awards Dinner
Sunday, July 4, 1982: Westin-Bonaventure Hotel, Los Angeles, Calif.

Last Name ____ **First** ____ **Middle** ____

Association ____

City ____ **State** ____

(____) ____
Area Code **Telephone No.**

I will order ________ blocks of 10 tickets to the dinner at $300 per block. Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.

and/or

I will order ____________ tickets at $30 per ticket.

Enclosed is a check/money order in the amount of $__________ which represents total payment for __________ tickets.

Make checks or money orders payable to NEA Human and Civil Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036, attn: Human and Civil Rights. For further information, contact Lynette Johnson at 202/822-7705.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. No tables will be reserved until checks/money orders have been received and cleared. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JULY 1.

Rep Assembly to elect three NEA officers

WASHINGTON, D.C.—The candidates whose pictures and statements appear below filed for office by April 1, 1982.

Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for content of the candidate statements.

In accordance with Standing Rule 10, nominations will be made at the first business meeting of the Representative Assembly on Saturday, July 3, in Hall A (Plaza Level) of the Los Angeles Convention Center.

Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 4.

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

for Secretary-Treasurer

Mary Hatwood Futrell
Virginia

Mary Futrell is seeking re-election as NEA secretary-treasurer.

Mary believes the continued strength of the united teaching profession is contingent upon a fiscally sound NEA serving as a strong advocate of improved benefits and services for members and for improving the quality of education.

She believes that if the frontal assault on public education is to be halted, members of the education family must become more involved in the political and legislative arenas.

She is a business education teacher from Alexandria, Virginia. Mary is an experienced leader, having served successfully in leadership roles at the local, state, and national levels of the Association. Her past experience as NEA secretary-treasurer provides the comprehensive qualifications needed to continue in the position.

for Executive Committee (two seats to be filled)

Ed Foglia
California

"Involving teachers directly in political action, contacts with the media, and collective bargaining activities is the key to the survival of public education in the 80's," states Ed Foglia, candidate for NEA Executive Committee.

Foglia has served for seven years as an NEA Director and is completing his second two-year term as President of the California Teachers Association. When Foglia announced he would not seek reelection, the California State Council, by secret ballot, endorsed his candidacy for NEA Executive Committee by an overwhelming 91.3 percent.

A teacher activist for 25 years, Foglia was elected this year by his colleagues to chair the NEA Board Forum. He has also worked creatively in such diverse areas as human rights, legislation, school finance, and IPD.

Judi Owens
New Jersey

I came on the NEA Executive Committee three years ago as immediate past-president of a dynamic New Jersey state affiliate.

High among my priorities are greater attention to instructional and professional development problems, improved member image and public relations, more member involvement in political action decisions, a wider membership base (including everyone in the public school family), and sounder funding of UniServ units.

I call for no-nonsense leadership. Let's concentrate on issues that make a difference for children, teachers, and all other school employees.

Much is happening, and I think I had some part in making it so. I need your support once again. Let's keep it going.

Jim Lewis
Kansas

After more than a decade of active UTP experience, Jim Lewis has some specific ideas about NEA direction in the 1980's.

In only two years as Kansas-NEA president, his accomplishments included: financial reorganization, resulting in no dues increase while services and programs increased; reversal of a five-year membership decline; and unprecedented member involvement in program planning and delivery.

"The 1980's will require vision, assertiveness, and creativity of all NEA leaders," says Lewis. "In order to reach our full political potential, and to chart the future of our profession on our terms, we need maximum yield from every dues dollar. When we combine our financial and human resources with forward-thinking leadership, any of our goals is attainable."

Fifth grader's poster wins 'National Day of Conscience' contest

JASPER, S.C.—"When I mailed my entry, I said to myself, 'Vincent, you're just entering for fun,' " recalls Vincent P. Phillips, the grand prize winner of NEA's National Day of Conscience Poster Contest. The 10-year-old student at Jasper Middle School here says he was "in shock" when he found out he won.

"I feel like a great star," Vincent adds. And well he should. Already he is a local celebrity who has appeared on two TV news broadcasts. He has been interviewed by two local newspapers and a radio talk show.

The nationwide contest, conducted through NEA's local affiliates, was open to students in kindergarten through eighth grade as part of the national observance of a "Day of Conscience for Public Education" back in January.

Vincent's winning poster depicts his own silhouette filled with his thoughts about public schools. "I decided to show what I think about public schools—not just in Jasper, but all over America," Vincent explains.

His art teacher, Bonita Percival, is also pleased. "I knew the poster was good," she says, "but to have it win the grand prize was a delight to us all. This has been the highlight of my 16-year teaching career." Percival feels that this win will help put Jasper—a small, poor school district—"on the map."

NEA flew Vincent, his family, and his teacher to Washington, D.C., in April. They met with NEA leaders and with their congressional representative, Republican Thomas F. Hartnett, on Capitol Hill.

"We were greeted like kings and queens," Percival says. "I think when our representative was confronted with real people from Jasper, our plight became more real. I used this opportunity to ask Mr. Hartnett to become more aware of our educational needs."

Grand prize runners-up in the poster contest are Deanna Kamholtz, a sixth grader from Brookwood School in Genoa City, Wisconsin, and Khong Luangrath, an eighth grader from Dollen Junior High School in Tucson, Arizona. Amy Murillo, a blind student from Tucson, won a special achievement award. □

Rep. Thomas Hartnett (R-S.C.) receives a visit from two very important constituents: 10-year-old artist Vincent Phillips and his teacher, Bonita Percival.

NEA honors outstanding TV, radio productions

WASHINGTON, D.C.—Eleven television productions and one radio series were honored recently by NEA for advancing learning through broadcasting.

"National Education Awards" salute broadcasts during the past year that—

► Used motivational techniques to capture interest
► Were adaptable to or compatible with classroom instruction
► Reflected fairness, accuracy, and lack of bias
► Had cultural, social, political, or technical significance
► Demonstrated high artistic and technical standards
► Encouraged intelligent, thoughtful viewing
► Presented positive sexual and racial role models.

Winners were Bill Moyers for "People Like Us" (CBS News), Bob Keeshan for "Captain Kangaroo" (CBS-TV), Warner Amex Satellite Entertainment Company for "Nickelodeon," Children's Radio Theatre for "Children's Radio Theatre" (National Public Radio), Gannett Broadcasting Group for "Epidemic: Why Your Kid Is on Drugs," KQED-TV in San Francisco for "Up and Coming" (PBS).

Also, Rainbow TV Works for "Righteous Apples" (PBS), T.A.T. Communications Company for "The Wave" (ABC-TV), the Tomorrow Entertainment/Medcom Company for "The Body Human: Becoming a Man and Becoming a Woman" (CBS-TV), WFBC-TV in Greenville, S.C., for "Tuesday's Child," WHIO-TV in Dayton, Ohio, for "Courthouse Square," and WZZM-TV in Grand Rapids, Mich., for "When I Grow Up." □

'Tuned In' series seeks your reactions

CHESTNUT HILL, MASS.—The creators of "Tuned In," the new public television series that debuted across the country during April and May, are interested in hearing from teachers who used one or more of the programs in their classrooms.

A two-page, postage-paid teacher survey form is available from "Tuned In" Survey, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. Please take a few minutes to order this questionnaire and then respond candidly by June 30.

Or if you'd prefer to give more informal feedback on the series—positive OR negative—just jot your reactions on a postcard and mail it to Valerie Crane, Project Evaluator, Research Communications Inc., 384 Newton Street, Chestnut Hill, MA 02167. □

Interim financial report to NEA members

by Secretary-Treasurer Mary Hatwood Futrell

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1982
UNAUDITED

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Current Assets		
Cash and Short-Term Investments	$ 4,416,604	$ 843
Accounts Receivable:		
Membership Dues	42,349,120	
Notes Receivable—Dues	349,663	
Notes Receivable—Other	5,000	
Note Receivable—Reston Property	287,500	
Publication Sales & Advertising	318,348	
Amount due from Governance and Non-Governance Affiliates	392,850	
Other Assets	1,520,662	
	$49,639,747	$ 843
Long-Term Assets:		
Property under Capital Leases: Less Accumulated Amortization	2,139,189	
Investment in Securities	217,147	
Notes Receivable—Dues	233,139	
Notes Receivable—Other	10,000	
Land		1,753,777
Building: Less Accumulated Depreciation		6,905,285
Equipment: Less Accumulated Depreciation	241,475	
	2,840,950	8,659,062
TOTAL ASSETS	$52,480,697	$8.659,905
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$29,190,470	
Installment Note Payable	16,452	
Accounts Payable & Accrued Liabilities	1,961,188	
Accrued Vacation & Other Benefits	2,702,362	
Amount held for Affiliates & Other Orgs.	147,725	
Amount held for Special Purpose Funds	2,007,478	
Obligations under Capital Leases	550,259	
	36,575,934	
Long-Term Liabilities:		
Installment Note Payable	12,317	
Accrued Severance Pay	1,766,632	
Deferred Interest Payable	82,132	
Obligations under Capital Leases	1,655,900	
	3,516,981	
TOTAL LIABILITIES	$40,092,915	
FUND BALANCES	12,387,782	8,659,905
TOTAL LIABILITIES & FUND BALANCES	$52,480,697	$8,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES
FOR THE SEVEN MONTHS ENDED MARCH 31, 1982

	ACTUAL	BUDGET
INCOME		
Membership Dues	$70,057,128	$70,593,000
Less: Membership Dues Deferred for Remainder of Year	29,190,470	
	$40,866,658	
Advertising	900,000	750,000
Interest & Investment Income	416,021	500,000
Income from Fees & Services	358,193	500,000
	$42,540,872	$72,343,000
EXPENDITURES BY AREA		
Affiliate Services	$16,506,919	$27,560,585
Communications	4,714,858	8,789,293
Government Relations	980,320	2,042,873
Political Affairs	480,349	1,084,839
Instruction & Professional Development	1,222,022	2,359,984
Research	1,962,510	3,543,554
Human & Civil Rights	877,626	1,710,510
Administration	3,734,645	5,902,191
Legal Services	4,415,863	7,061,530
Business & Finance	2,013,194	3,531,920
Data Processing	2,074,169	3,636,780
Governance	1,692,385	4,550,691
	$40,674,860	$71,774,750
EXCESS OF INCOME OVER EXPENDITURES	$ 1,866,012	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$13,696,471	
Joint Projects with State & Local Associations	13,862,622	
Travel	3,595,972	
Publication Costs	2,755,537	
Office Expenses	1,303,626	
Administrative Expenses	1,128,440	
Outside Services	2,778,991	
Machine Rental & Repairs, Material & Supplies	1,553,201	
	$40,674,860	

Red Coach, Nestlé boycotts still on

WASHINGTON, D.C.—NEA continues to urge members to support the nationwide consumer boycotts of Red Coach lettuce and Nestlé products.

NEA endorsement of the actions against the two companies was voted by the 1980 Representative Assembly and has been implemented by the Board of Directors.

The Red Coach boycott is designed to bring pressure on California lettuce grower Bruce Church to bargain in good faith with the United Farm Workers. The Nestlé boycott protests marketing methods that have persuaded Third World women to switch from breastfeeding to bottle feeding, despite the potential hazard to infants' health.

The Nestlé boycott scored a partial victory in March when the corporation announced a new position supporting the World Health Organization (WHO) Code and promising to abide by its rules on how infant formula may be marketed in developing countries. However, the NEA boycott will continue until there is evidence that the Nestlé Corporation's practices conform to the Code.

While Red Coach lettuce is easily identifiable in grocery stores, Nestlé products are sold under many different labels *(see list below)*. Please note that three products previously on the boycott list—Price's chocolates, McVities crackers, and Kavli Crispbread—have severed their connections with Nestlé and should no longer be boycotted. ☐

Nestlé products to be boycotted:

Chocolates: Nestle's Crunch, Toll House Chips, Nestle's Quik, Hot Cocoa Mix, Choco'lite, Choco-Bake, $100,000 Candy Bar, Go Ahead Bar, Crokine (syrup) ☐ **Coffees and Teas:** Taster's Choice, Nescafe, Nestea, Decaf, Sunrise, Pero ☐ **Wines:** Beringer Brothers, Los Hermanos, Crosse and Blackwell ☐ **Cheeses:** Swiss Knight, Wispride, Gerber Cheese, Old Fort, Provalone Locatelli, Cherry Hill, Roger's ☐ **Packaged Fruits, Soups, Etc.:** Libby's, Stouffer Frozen Foods, Souptime, Maggi Soups, Crosse and Blackwell, Beech-Nut Baby Foods ☐ **Miscellaneous:** L'Oreal Cosmetics, Nestle Cookie Mixes, Deer Park Mountain Spring Water, Pine Hill Crystal Water, James Keiller & Son, Ltd., Contique by Alcon, Ionax by Owen Labs, Lancomé ☐ **Hotels and Restaurants:** Stouffer, Rusty Scupper.

1 0 5 0 2 6/7

"SUM" people get more for their money

(a 10% discount + unlimited mileage from NEA/Hertz)

10% off SUM rates

SUM . . . it stands for Standard Unlimited Mileage, the new rates from Hertz that offer simply *un*-standard savings! Unlike traditional time and mileage rates (recently discontinued by Hertz), the SUM is a flat rental charge providing unlimited mileage. That means you always know the full cost beforehand — no more worrying about extra charges for taking the scenic route! And the weekly SUM rate is only five times the daily rate—even if you keep the car for seven days!

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If you rent overseas, NEA/Hertz offers a special international discount. And, of course, you can still choose to take advantage of Hertz' special pre-discounted weekend rates. With so many options, saving on renting a car is simple! Just show your NEA/Hertz Discount Card. Your Hertz representative will compare rates and find the one that's best for you.

Hats off to NEA/Hertz!

Your Association-sponsored program combines unbeatable savings with unparalleled convenience! With over 4,000 locations world-wide, chances are there's a Hertz near you with the car you want. And with NEA/Hertz, you can reserve that car in advance with a single toll-free call.

So the next time you need to rent a car, take off with NEA/Hertz! For a free discount card listing the new rates and toll-free numbers, write:

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SPECIAL SERVICES

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*a drop-off charge may be assessed based on the distance between both cities or locations (except in Florida)

NEA forgives NYEA dues debt

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the NEA Reporter.

One such vote was taken by the Board at its May 7-8, 1982, meeting here.

Subject of roll-call vote:

To forgive the New York Educators Association note payment due in 1982 for dues in arrears in the amount of $72,000. (NYEA is in financial straits trying to pay heavy fines imposed under New York's Taylor Law.)

Vote count:

106 yes, 11 no, 6 not voting, 4 absent with one absentee represented by an alternate director.

Voting yes:

Butler	(Ala.)
Potter	(Alaska)
Beachem	(Ariz.)
Sayler	(Ariz.)
Johnson	(Ark.)
Curfman	(Calif.)
Estrellas	(Calif.)
Foglia	(Calif.)
Hodgkins	(Calif.)
Kuiper	(Calif.)
Logue	(Calif.)
Shaw	(Calif.)
Vick	(Calif.)
Bradshaw	(Colo.)
Lansford	(Colo.)
Gagliardi	(Conn.)
McLean-Waller	(Conn.)
Testerman	(Del.)
Winter	(D.C.)
Scott	(Fla.)
Wilson	(Fla.)
Scott	(Ga.)
Wright	(Ga.)
Williams	(Hawaii)
Hovey	(Idaho)
Barrow	(Ill.)
Fitch-Tucker	(Ill.)
Mishler	(Ill.)
Miller	(Ind.)
Moudy	(Ind.)
Gilchrist	(Iowa)
Halliburton	(Iowa)
Lewis	(Kans.)
Harvey	(Ky.)
Morton	(Ky.)
Scott	(La.)
Sullivan	(Maine)
Jones	(Md.)
Kuker-Kihl	(Md.)
Christian	(Mich.)
Smith	(Mich.)
Speicher	(Mich.)
Zook	(Mich.)
Bauermeister	(Minn.)
Etter	(Minn.)
Holman	(Minn.)
Bradley	(Miss.)
Austin	(Mo.)
Johnson	(Mont.)
Kaldahl	(Nebr.)
Jenis	(N.H.)
Gibson	(N.J.)
Goldman	(N.J.)
Graham	(N.J.)
Parish	(N.J.)
Walters	(N.J.)
Eachus	(N. Mex.)
McKenzie	(N.Y.)
Washington	(N.Y.)
Cummings	(N.C.)
Rader	(N.C.)
Wilson	(N.C.)
Gallagher	(N. Dak.)
Abel	(Ohio)
Potts	(Ohio)
Rudd	(Ohio)
House	(Okla.)
Jewell	(Okla.)
*Rollins	(OV)
Farr	(Pa.)
Mechlowitz	(Pa.)
del Valle	(P.R.)
Mello	(R.I.)
Cooper	(S.C.)
Akers	(Tenn.)
Martin	(Tenn.)
Pike	(Tenn.)
Harrell	(Texas)
Hilger	(Texas)
Hunt	(Texas)
Stacey	(Texas)
Scott	(Vt.)
Coffey-Hines	(Va.)
Gant	(Va.)
Nelson	(Va.)
Amos	(Wash.)
Horne	(Wash.)
Wahlquist	(Wash.)
Keeney	(W. Va.)
Carlin	(Wisc.)
Lewandowski	(Wisc.)
Schleife	(Wisc.)
Anderson	(Wyo.)
Bernat	(SNEA)
Duncan	(SNEA)
Benson	(At Large)
Sproul	(At Large)
Treibley	(At Large)
Burse	(Ex. Com.)
Mack	(Ex. Com.)
Obermeyer	(Ex. Com.)
Owens	(Ex. Com.)
Woodard	(Ex. Com.)
Futrell	(Ex. Com.)
Freitag	(Ex. Com.)
McGuire	(Ex. Com.)

Voting no:

Dotson	(Ala.)
McDanal	(Ala.)
Steele	(Kans.)
Anderson	(Nev.)
Lawrence	(Ore.)
Lee	(Ore.)
Huntley	(Pa.)
Wyland	(Pa.)
Horgen	(S. Dak.)
Foster	(Texas)
Peterson	(Utah)

Vote not recorded:

**Coleman	(La.)
Gilmore	(Mass.)
Davenport	(Mich.)
Savage	(Ohio)
Mitchell	(Pa.)
Fujimori	(Ex. Com.)

Absent:

Dunn	(Mass.)
Johnson-Taylor	(Mass.)
Dorsey	(Ohio)
Mosher	(OV)

*Alternate director

**Jesse Coleman (Louisiana) was not present for the vote but requested that his affirmative position be indicated.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

And now, the NEA Members Insurance Trust is pleased to announce a major improvement in this valuable coverage. Beginning this spring, your Association-sponsored program will offer the option of a second plan that provides new, higher limits of protection.

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The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

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NEA...Working for you

R-6-82

The Prudential Insurance Company of America
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, Pennsylvania 19304

Please send me complete details on my Association's Accidental Death & Dismemberment Plan.

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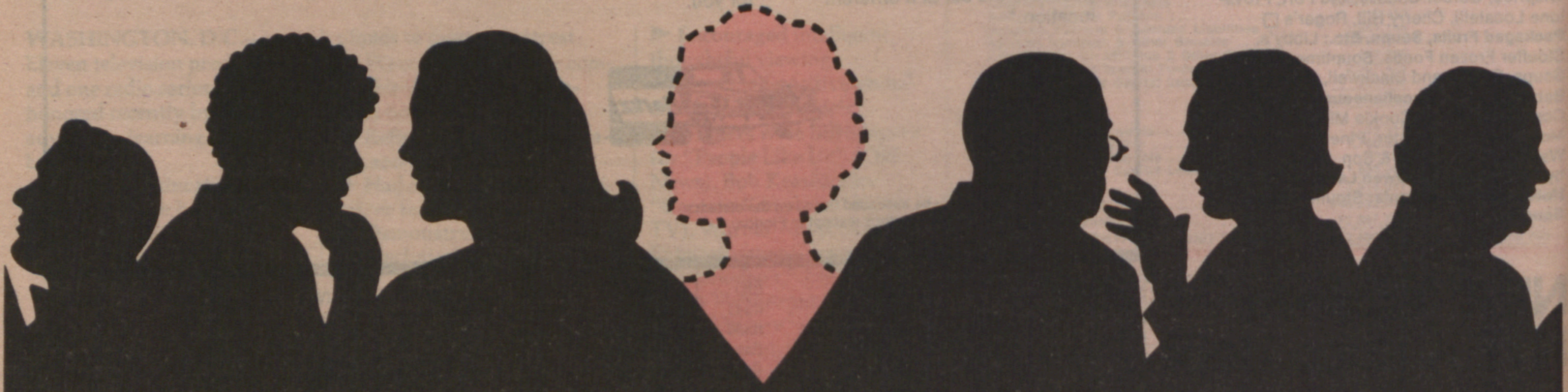
Address: ______________________

City: ______________________

State: ______________ Zip: __________

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics

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National Education Association
Washington, D.C.

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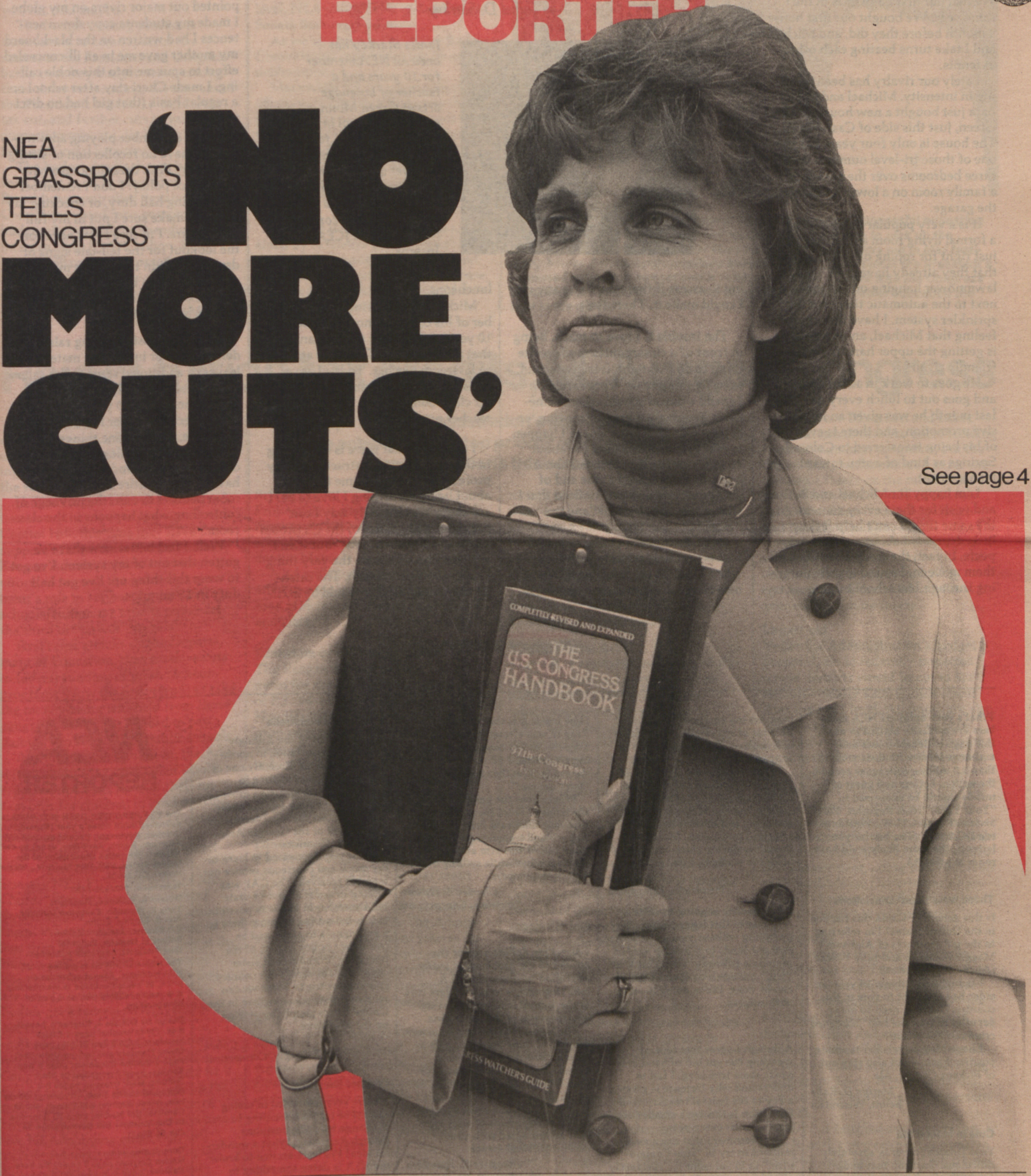
NEA GRASSROOTS TELLS CONGRESS 'NO MORE CUTS'

See page 4

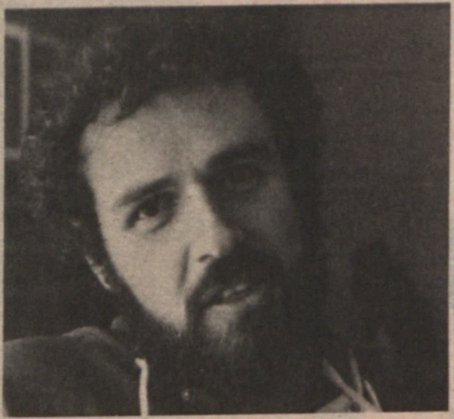


Special edition for higher education members (see center insert)

YOUR TURN

'The trouble is I love to teach'

by James D. Starkey



James Starkey has been an NEA member for 10 years and a teacher of language arts at Green Mountain High School in Lakewood, Colo., for eight years. An active member of the Jefferson County Education Association, he is a regular editorial contributor to the JCEA Insight.

We have a friendly rivalry with our friends Michael and Barbara. We all graduated from college at approximately the same time. We got married within a month of each other. We had our first baby girls in the same year. We bought our first house a month before they did, and Michael and I take turns beating each other at tennis.

Lately our rivalry has been growing in intensity. Michael and Barbara just bought a new house at Acres Green, just this side of Castle Rock. The house is only four years old and one of those tri-level numbers with three bedrooms over the garage and a family room on a lower level behind the garage.

It is a very popular model. It has a formal living room and dining room just right for roping off, and I noticed that they already have their Toro lawnmower hanging on a wooden peg next to the automatic timer for the sprinkler system. I have this uneasy feeling that Michael, an accountant, is getting the upper hand in our friendly rivalry.

He goes to work in a coat and tie and goes out to lunch every day. Just last month he was given an impressive promotion, and there is even talk of his being transferred to Colorado Springs as kind of a step toward upper management.

I am happy for Michael and Barbara and wish for them every success. At the same time, I can't help feeling a little depressed about my own prospects. In fact, the week after I helped them move in, I found myself thumbing through law school catalogues trying to assess if there might be any way I could make it. There isn't.

The trouble is I love to teach. Being in front of a classroom is my favorite thing to do. All right, it is my second favorite thing to do. Very rarely do I spend a day at school where something genuinely warm, or moving, or at least ego-gratifying doesn't happen to me. I've been teaching for about 10 years and still get excited about going back to school at the end of vacations, and I've just noticed that I still call my job "school" and not "work"!

But I don't see any progress, and that is precisely what is bothering me when I look at my friends and their new house and promotion and daily luncheons.

Michael is a more important member of his company now than he was 10 years ago. I don't think I can say that about myself. Ten years ago I was a classroom teacher. Today I am a classroom teacher. I am a much better classroom teacher, but a classroom teacher nonetheless.

I am angry that there is something in the organizational structure of my profession that makes me feel bad about being something I love to be. I am angry that the only way I can progress is to get out of the classroom and into administration—but then I wouldn't be able to do the very thing I love, which is to teach. The catch-22 element of all this would be exciting if it weren't so depressing.

I remember always doing the fun things associated with teaching when I was playing school with Cheri Quick on my back porch in Estes Park. I pointed out major rivers on my globe. I made my students copy down sentences I had written on the blackboard my mother gave me in an ill-concealed effort to spur me into this noble calling. I made Cheri stay after school on a regular basis (that girl had no discipline).

I don't remember playing administrator. I have no recollection of sitting behind my desk dreaming up a new attendance policy. I don't remember ever pulling hall duty, or checking my watch to make sure I put in my full eight hours. I'm sure I was never on the lookout for the tell-tale signs of drug use. I didn't know the meaning of discretion, so I didn't have to worry about exercising it. Playing school used to be a lot of fun.

More than cost-of-living raises or dental plans or intelligent maternity leaves or additional steps to the salary schedule, I want to be treated like a professional with 10 years of invaluable experience under my belt. I want to be able to determine things like curriculum and schedules and the way I choose to take attendance without having to first retire from the classroom in order to earn the privilege of controlling what happens in the classroom.

Well, I feel better now that I've gotten that out of my system. I've got to wrap this thing up. I've got hall duty in 15 minutes. ☐

LETTERS

What's your opinion? NEA members are cordially invited to use this page to debate issues and exchange ideas with their more than 1.7 million colleagues around the nation. Letters and guest editorials should be addressed to "Your Turn," NEA Reporter, 1201 Sixteenth Street, N.W., Washington DC 20036. (The briefer your letter is, the more likely we'll have room to print it.)

Those 'vote fraud' convictions

Is this America? Could this happen in the United States? I'm referring to the jail sentences of Alabama's Maggie Bozeman and Julia Wilder [April-May *Reporter*].

I thought all citizens 18 years or older had the right to vote in this country. Did they need so many deputies to take the two "hardened criminals" to prison?

I hope Maggie gets her teaching position back. I will also stay out of Pickens County, Ala.

Merlyn D. Rabe
Beloit, Wisconsin

Cuts in federal aid

Your [March] cover is absolutely ridiculous. To claim that budget cuts make for less progress is a slap in the face to all quality teachers. Just whose side are you on? *I* make my classroom work! My efforts make me proud of the progress my students are making! Because of my efforts my students will continue to make progress in spite of cutbacks.

I wish President Reagan would visit my classroom and the classrooms of thousands of other teachers who are proud of the job they are doing and of their heavily criticized profession. Money doesn't make my classroom a good place for students, I do!

Ray Brown
Hendricks, Minnesota

P.S. Someone is going to write a response to this letter saying, "Try operating without money." *Totally* without funds to purchase *needed* materials is wrong. To cut back on "frill" materials to save a teacher can be done. We're doing it—and with success.

Although I agree that federal spending has got out of hand and needs some trimming, I fail to understand why Defense is given a key to the federal treasury while Education is thrown a smaller and smaller crust every year.

A government that can spend millions to try to "stop Communism" in El Salvador . . . can surely afford to provide Title I aid to the "truly needy" children who deserve it.

Freddy Dellinger
North Wilkesboro, North Carolina

How ironic it is that President Reagan was elected by a clear majority on his campaign to get big government off our backs. Now the cry is "Cut the other guy. Don't cut me."

Where does the government get the money? From the people. Someone once said federal aid is like a blood transfusion: taking a quart out of one arm and putting it in the other while spilling a pint in the process.

Charles A. Nilson
Seymour, Connecticut

Federal tax dollars are not the answer to the problems of public education, and massive NEA lobbying efforts to halt budget cuts at the federal level are not in the best interests of the profession.

The issues that are of paramount concern to most teachers, such as salaries and class size, need a sound economy. To help achieve that, federal spending must be cut . . . in all areas.

NEA leadership, wake up to the fact that thousands of your members do not agree with your current political stance.

Theodore G. Hiemstra
Everett, Washington

The word is WRECKONOMICS.

Beatrice C. Boyles
Wilmington, Delaware

A nationwide umbrella

I am president of the Killingly Education Association in northeast Connecticut. Recently one of our members was visiting in another state. A situation arose in which our member felt the necessity to contact the legal services department of the Georgia Association of Educators.

I was very impressed to learn of the quick and courteous service our member received. The GAE was willing to assist an out-of-state NEA member in any way possible.

It is reassuring to know there is a willingness to assist and an open-door policy as part of the operating procedures of sister organizations across our country. It is comforting to know we can receive assistance anywhere in the United States simply by picking up the telephone.

Myles S. Cohen
Killingly, Connecticut

Teacher job swaps

We are very interested in seeing the list of teachers wanting to exchange teaching positions [March *Reporter*]. What a wonderful idea! We were excited to know the NEA is doing something to help teachers fight burnout and/or learn from a new environment.

Thanks a million!

Ann and Don Heiman
Sterling, Colorado

NEA REPORTER

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Contributing writers: page 5 (bottom) **Marian Clayton;** page 7 (right) **Barbara Lawless;** page 8 (lower half) **Barbara Lawless;** higher education insert **Sheilah Vance;** page 9 **Barbara Lawless;** page 10 (top) **Bob Gruenberg,** (middle) **Gladies Barker,** (bottom) **Barbara Lawless** page 11 (left) **Barbara Stein;** page 12 (bottom) **Barbara Lawless;** page 14 (top) **Marian Clayton.**

1983 federal budget: to be or not to be?

WASHINGTON, D.C.—Will there be a 1983 federal budget? Depending on whom you ask, the answers are yes, no, and maybe.

The budget-setting process is threatening to come apart at the seams, as the President and Congress battle over key budget items, among them defense spending, the amount of the President's scheduled third-year tax cut, and further cuts in various domestic programs, including education and Social Security.

The budget deadlock was broken somewhat in early May when the Republican-controlled Senate Budget Committee voted for a compromise budget that would cut spending and increase taxes by $77 billion. Forty billion dollars would come from unspecified cuts in Social Security over the next three years.

If the Senate proposal goes through, federal education spending would be reduced by $1 billion, to $11.6 billion —about $4 billion less than the 1981 level. NEA will seek more funding via Senate floor amendments.

As we go to press the House Budget Committee is just beginning its own deliberations.

Meanwhile NEA has gone on the offensive to convince Congress that the budget process must be made to work, in order to avoid another continuing resolution. Such stop-gap measures—passed in lieu of regular appropriations bills—have sharply reduced education spending the past two years.

Working with key committees, and aided by extensive grassroots lobbying, NEA is pressing hard for an end to the budget impasse and an increase in education funding to at least the 1981 level of $15.6 billion. ☐

"President Reagan would cut federal support for proven, successful education programs at a time when states and localities are least able to pick up the slack," NEA Secretary-Treasurer Mary Hatwood Futrell points out in May testimony before Senate appropriations subcommittee. "NEA rejects the President's proposed education budget and is ready and willing to work with the Congress to develop alternatives truly aimed at keeping American public education the best in the world."

Reject tuition tax credits, NEA urges Congress

WASHINGTON, D.C.—Income tax credits for parents who pay private or parochial school tuition are becoming the hottest educational issue in the 97th Congress.

Unlike 1978, when tuition tax credits came quite close to passage on Capitol Hill, this time they have the support of the White House. In the Reagan Administration's continuing efforts to reverse the federal government's role in supporting public schools, tuition tax credits represent the third or "payoff" stage.

First came attacks on the Department of Education, then massive cuts in federal funding of public school programs. Now the final step is to take the money being withheld from those programs and use it instead to pay parents to abandon the public schools.

After a two-year phase-in, the Administration's tax credit plan would reimburse parents for half their tuition bills for children in kindergarten through high school, up to a limit of $500 per pupil per year.

"We have no quarrel with America's private or parochial schools," stresses NEA President Willard McGuire. "It's simply not the federal government's place to help finance them. When federal aid amounts to less than $130 per child per year at the tuition-free public schools that are open to all, why should schools that are able to select their own student bodies get a federal subsidy of $500 per child?"

At press time Association lobbyists were identifying the members of Congress who remain undecided on tuition tax credits and who are up for reelection this fall. This key bloc of lawmakers will be the target of a massive NEA lobbying effort that will include personal contacts on Capitol Hill, radio spots in their home districts, and telephone calls and letters to their offices back home as well as in Washington.

Meanwhile, on other fronts:

Stopping the Administration's plans to subsidize private schools will be top priority among NEA's many lobbying efforts this summer.

School prayer
Proposals for a constitutional amendment to permit prayer in public schools were endorsed by the President in May.

NEA will oppose such an amendment as a violation of the time-honored principle of separation of church and state.

Education of the handicapped
The Reagan Administration has targeted for deregulation some 20 areas of P.L. 94-142, the Education for All Handicapped Children Act, and is proposing amendments that would substantially weaken the statute and reduce its funding.

NEA will be working to ensure the continued funding and effectiveness of this landmark 1975 law.

Education Department
The Senate voted recently to keep overseas schools in the Department of Defense, rather than transferring them to the Education Department as scheduled by May 1983. The Administration's much-talked-of plan to demote the Education Department to a "Foundation for Educational Assistance" has not yet been submitted to Congress, where there seems to be little support.

NEA will attempt to reverse the Senate's overseas schools transfer measure when it comes before a House-Senate conference committee and will gear up a drive to keep education's seat in the cabinet should legislation to eliminate the Department ever surface.

GI bill
A new GI bill now before the House Committee on Armed Services would offer high school graduates $200 a month in education benefits for a three-year enlistment and would allow up to $400 a month in additional benefits for persons in critical skill areas. The Administration opposes any new benefit.

NEA supports increased GI education benefits as important to economic growth and recovery.

Voting Rights Act
The House approved extension of the Act last October, but progress has been much slower in the Senate, where opponents have sought to water down enforcement powers under the law. The Senate Judiciary Committee finally approved a compromise version in early May.

NEA views this bill as better than the Senate's original proposal and will press for passage by the full Senate.

Busing
As we go to press, a bill introduced by Rep. Ron Mottl (D-Ohio) limiting court jurisdiction over busing for school desegregation is soon to reach the House floor. A Senate measure—the Helms-Johnston amendment—would restrict bus trips to not more than five miles or 15 minutes.

NEA has lobbied extensively against the amendment and continues to work with civil rights groups to oppose all such anti-busing bills.

Child nutrition
The Agriculture Department has published new school lunch regulations that extend to elementary schools the option of "offer versus serve." Designed to reduce plate waste, this allows students to choose as few as three of the required menu items while the school continues to receive full federal reimbursement.

The House Education and Labor Committee has voted to boost funding for child nutrition programs, but the Senate Budget Committee has recommended a freeze on the reimbursement rates, which would effectively cut $300 million from school lunch and breakfast programs next year.

NEA sought and won the proposed school lunch regulation changes and the House action recommending increased funds for child nutrition. It opposes the Senate freeze.

Impact aid
Under the Administration's budget proposal, aid to federally impacted school districts would be cut to $287 million—nearly $300 million lower than the 1981 level. Attempts are also under way to transfer this popular program from the Education Department to the Department of Defense.

Recently 35 NEA congressional contact team members from districts that rely heavily on impact aid lobbied House members against these two threats. NEA supports increased impact aid administered by the Education Department, citing past problems with the Defense Department's handling of the much smaller education programs it already administers.

Job training
Bills to replace the Comprehensive Employment and Training Act (CETA), which expires this fall, are under consideration. H.R. 5320—the $6 billion House measure—would designate cities and counties as "prime sponsors" to run a variety of federally funded programs, including training for 16- to 20-year-olds and summer work experiences for persons 14 to 21.

NEA has testified and is working closely with congressional committee members and staff to enact job training legislation that ensures a prime role for public schools and teachers. The House bill meets NEA's key criteria. ☐

To the 'Hill'... ...and back

NEA congressional contact team member Jan Nicolay urges federal support for public education

WASHINGTON, D.C.—One day this spring, the grassroots came to call on Capitol Hill. More than 250 NEA congressional contact team members from across the country delivered a message to every member of the U.S. Senate and to key members of the House: Don't cut federal aid to education.

Jan Nicolay is a contact team member from Sioux Falls, S. Dak. An English and speech teacher at Washington High School, she is also president of the Sioux Falls Education Association.

On this, her third trip to Washington as a teacher-lobbyist, the nervousness and insecurity of her first visit are gone, replaced by a sense of urgency over the Reagan Administration's assault on public education.

"Public education is the most basic necessity in a free society," says Nicolay, "but President Reagan has really gone after it, along with human service programs. His proposals to give tuition tax credits to those who choose *private* schools would cost millions more than the amount of federal aid to *public* education. That disturbs me—and it would disturb me even if I weren't an educator."

On her visits to the offices of her two senators—Larry Pressler and James Abdnor—and one of two South Dakota House members—Tom Daschle—Nicolay carries with her an NEA computer printout showing exactly what President Reagan's 1983 budget proposals would do to education in South Dakota.

South Dakota teacher Jan Nicolay discusses proposed cuts in federal aid to schools with Rep. Tom Daschle.

She does not like what those figures reveal: the loss of $6.3 million in impact aid, $3.1 million in Title I monies, and $1.7 million in aid to handicapped, vocational, and adult education (compared to 1981 levels).

The 20-year teaching veteran sees data as the key to effective lobbying. "A little inaccurate information," Nicolay says, "can wreck your credibility."

She and her colleagues—South Dakota Education Association Executive Director Bill Sundermeyer, President Dianna Miller, Vice President Dave Dangel, and Meade Education Association member Francie Ruebel—make their first Capitol Hill stop at the office of Representative Tom Daschle to confirm an evening meeting.

Then it's on to Senator Pressler's office. There an aide, in response to contact team probing, reveals Pressler is leaning toward support for tuition tax credits for higher education. But like other Republican senators, he's also taking a look at possible defense cuts in the 1983 budget.

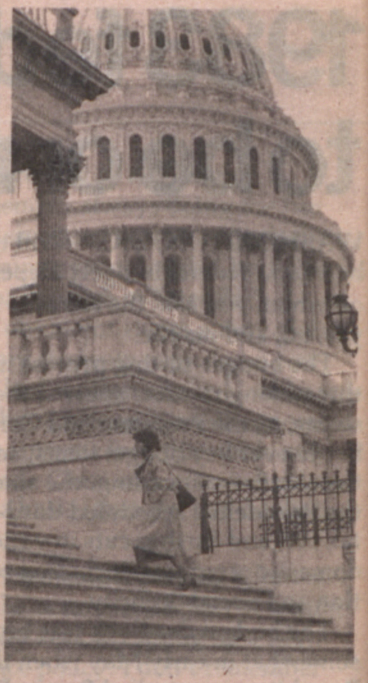
Because of other commitments the meeting with Pressler lasts just five minutes, most of which goes for a photo session with the senator and the NEA team members, arranged by the Senator's press photographer.

Next comes a visit with Senator Abdnor. This half-hour discussion is wide ranging, running from budget deliberations ("you're more informed than we are sometimes," the senator says) to drugs in schools. Team members point out that student alcohol abuse is just as much a problem as drug abuse.

Abdnor then predicts that efforts to dismantle the Department of Education are dead this year. With that, the senator responds to a loud buzzer calling him off to a floor vote.

Politics dominates the dinner meeting with Rep. Daschle. As a result of redistricting, two incumbent members of Congress—Democrat Daschle and Republican Clint Roberts—will be pitted against each other in November.

Daschle, who had a perfect voting record on NEA issues in the first session of the 97th Congress and who also backs NEA's positions on ERA, tuition tax credits, collective bargaining, and the Department of Education, has won the 1982 endorsement of NEA-PAC and SD-EPIC.



"I don't think Congress is going to blindly follow Reagan anymore," says Jan Nicolay, a Republican. "They're starting to question what he's up to."

He reiterates for Nicolay and the other team members his support of the Association's key concerns.

The next morning Nicolay reflects on her Hill visits.

"These trips don't often change a politican's mind," she notes, "but at least they know where we stand. And along with regular mail and phone calls plus visits to their home offices, they're another way we can keep our issues before them."

Nicolay's experience in advocating the cause of public education has motivated her to run in the June primary for a seat in the South Dakota House of Representatives—her first try at public office.

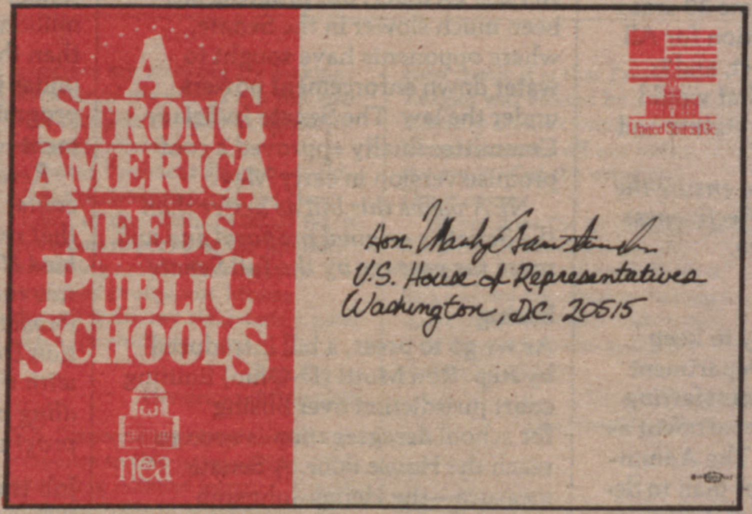
Nicolay and the other contact team members will be watching closely as this year's elections bring members of Congress—and their voting records—back home to the grassroots.

That's where the votes are. And that's why the work of contact team members—and of *all* NEA members—in lobbying their representatives back home is so crucial in the battle to save public education. □

Back home, Jan Nicolay briefs members of the Sioux Falls Education Association on her lobbying efforts in Washington.

NEA launches lobby-by-mail drive

WASHINGTON, D.C.—As the House of Representatives neared its first major vote on the 1983 federal budget last month, postcards from thousands of Association members poured in to all 435 House members urging support for federal aid to public education.



NEA's congressional contact teams and state Associations spearheaded the mail drive by distributing some 100,000 postcards to Association members. But this massive mail effort doesn't end there.

The contact teams are also asking NEA members to authorize their national organization to send Congress pro-education messages in their names over the summer, on issues selected by the members themselves—budget cuts, tuition tax credits, survival of the Department of Education, and others.

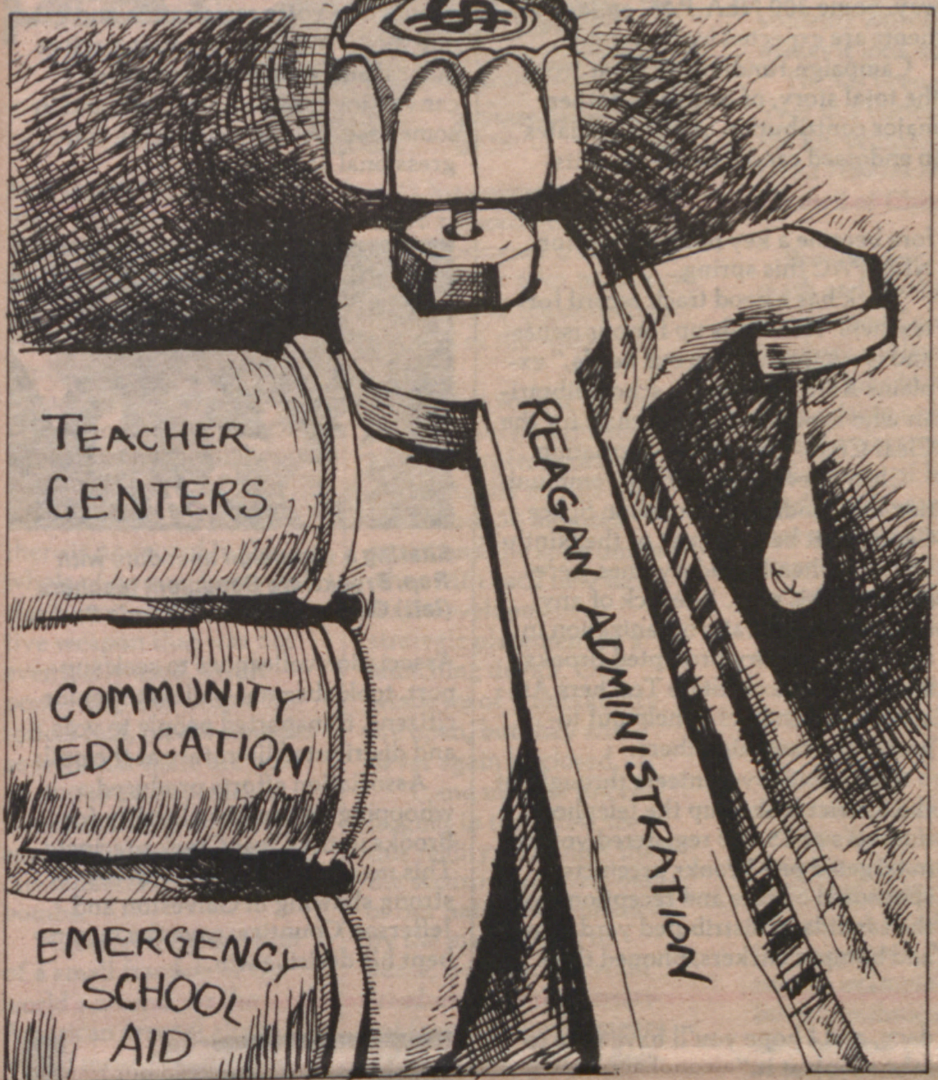
"This preauthorization program is designed to supplement, not replace individual postcard and letter writing," explains NEA Government Relations Director Linda Tarr-Whelan, "and it will help us solve a growing problem."

Congress sets budget targets in the spring, Tarr-Whelan explains, but budget authorizations are voted on during the summer months when schools are closed, making it difficult to mount strong issue-oriented mail barrages.

"Preauthorization gives us the ability to respond quickly and in strength at any time legislation comes up in Congress," says Tarr-Whelan. "It's another tool in our efforts to defend public education from the current assault."

You can participate in the preauthorization drive by contacting your congressional contact team member, UniServ director, or local Association president, or by writing directly to NEA Government Relations at 1201 Sixteenth Street, N.W., Washington, DC 20036. □

Block grants may spell doom for many school programs



WASHINGTON, D.C.—The new education block grants, folding nearly 30 federal school aid programs into a single package, take effect October 1.

Right now's the time, however, for Association members to start making sure that public education doesn't get further shortchanged under the new minimal federal regulations governing the grants.

Conceived by the Reagan Administration as a way to "get government off our backs," the block grant approach is little more than a thinly veiled attempt to further shrink the federal role in public education. Total funding for the formerly separate programs has been chopped to $432 million for the coming school year—nearly 50 percent below 1980 levels.

While proposed as an "interim" measure, the block grant concept may well signal the end of federal aid for many critical programs, as state and local education agencies become free to pick and choose which of the programs to fund with their scarce federal dollars.

Teacher centers, community education, and emergency school aid are among the programs that will now have to compete against each other for block grant money.

Although federal guidelines for the block grants are sketchy, they do make specific provisions for services to children in private schools—while offering no protections or guarantees for public school students.

Filing official comments with the Department of Education in April, NEA criticized this discrepancy and many other obvious shortcomings in the regs, pointing out that there is no evidence to suggest that students will be any better served by consolidating programs.

Eighty percent of each state's block grant funds will be distributed locally on the basis of enrollment in public and private schools. The remainder will be retained by the states for administration and other projects.

Overseeing each state's grants will be an advisory committee appointed by the governor. Because of the committee's advisory status, there is no assurance that the concerns of teachers, parents, or students will be met, but it is important that all three at least be represented.

"The advisory groups will set distribution formulas for local education agencies to follow," notes NEA's Federal Agency Relations Manager Warlene Gary, "and will determine how the state block grant funds will be used. We must ensure equal opportunity for all children in this process."

Beyond assuring teacher participation on the state advisory committee, NEA affiliates will need to maintain contact with the governor's office and those assigned to administer each state's block grant. Locally and on the state level, NEA members will need to monitor the education agencies that will actually be applying for and spending block grant money. □

Teacher centers face struggle to survive

WASHINGTON, D.C.—Since 1976, federal money has been available to establish teacher centers around the country.

The most popular and effective new idea in continuing education to come along in decades, teacher centers are designed and run by teachers to improve their instructional skills and to develop curricula addressing the special needs of their students.

After July 1, however, teacher centers face an uncertain future. They and almost 30 other education programs that formerly got their own guaranteed federal dollars will be consolidated and forced to compete at state and local levels for the new education "block grants" from Washington *(see story above)*.

It will be up to state and local education agencies to decide how large a slice, if any, of their new smaller block grant pie to give to teacher centers.

Anticipating sharp drops in funding, local policy boards that have run the federally funded centers are now working to find new financial resources to keep on operating. For example:

► New Hampshire's first teacher center, in Manchester, is regionalizing its services. Beginning in September, the center will serve teachers in 15 school districts, charging each district an annual fee. In addition, the center will start charging teachers for programs and workshops.

The center's survival plan also calls for building coalitions with business and industry. "Our area is highly technological," explains policy board member Donna Murphy, a classroom teacher. "With financial support from business and industry, the center can train teachers to help students become competent in data processing and computer fields."

► The Santa Clara County, Calif., teacher center plans to publish and sell teacher-created instructional materials. Now serving 30 school districts, the center will charge new districts an entry fee and will also begin charging for staff consultant time.

"While the Santa Clara County Office of Education has agreed to provide some funds and space for the center, it is up to us to tap other sources," says policy board chair Pat Barnes. "We are confident that through intensive efforts we'll get some funds from the state and the private sector."

► Dover, Del., teachers are working through the state legislature. They hope either to obtain one-year funding legislation for their teacher center or else to make it a regular part of the local school budget.

The teacher center: a place to sharpen skills and share classroom strategies.

► The Arkansas Education Association is helping teacher centers in Hot Springs and Texarkana to push for state and local funding. AEA helped the two centers organize teachers, parents, and administrators who petitioned the governor to provide funds for the centers. There is no word yet on the governor's decision, but state legislators have pledged their support.

Meanwhile, the local board of education has voted unanimously to keep the Hot Springs teacher center alive. Reports Bill Nipper, director of the center, "We lost some resources—several staff people, for example. But we met our most important objective: our doors will remain open."

In the rush to find alternative strategies for teacher center funding, "don't overlook the block grant process itself," advises NEA/IPD Director Sharon Robinson. "When lobbying to get scarce federal block grant funds allocated to teacher centers, teachers can bolster their case by focusing on their centers' successes—in staff development, new teacher resources, and continuing education innovations.

"The whole NEA network—including state Association IPD staff, lobbyists, IPD committees, and UniServ staff—continues to support teacher centers," Robinson adds. "This kind of support does not depend on outside funds." □

ELECTIONS 1982

Associations take sides in congressional races

WASHINGTON, D.C.—Association members around the country have contributed over $500,000 so far to NEA's political war chest for the 1982 congressional elections.

California tops the nation in total NEA-PAC contributions, at $60,112. States leading in average contributions per member are Wyoming, Alaska, Hawaii, Washington, and Alabama.

NEA-PAC funds are used to help elect friends of public education to federal office. NEA-PAC's bipartisan endorsement process, involving thorough interviews of candidates and requiring concurrence by both state and national affiliates, is still under way. Some 300 NEA-PAC endorsements are expected by November.

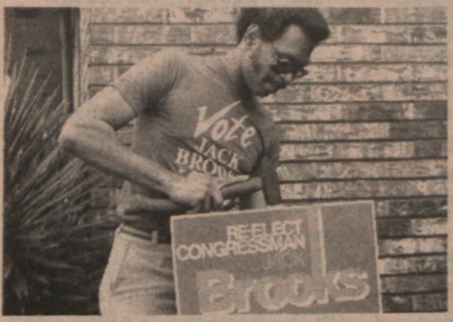
Campaign fundraising is far from the total story, of course. Another major contribution of NEA affiliates to endorsed candidates is the nuts-and-bolts campaign work of thousands of politically skilled Association members.

As the 1982 races begin to heat up, teachers and other NEA member volunteers from coast to coast are conducting voter registration and get-out-the-vote drives, becoming active in local and state party structures, canvassing targeted precincts, and in some cases actually managing congressional campaigns. ☐

IN TEXAS

TSTA/NEA goes all out for a longtime friend

BEAUMONT—Association members on Texas' booming southeast Gulf Coast put their all into Rep. Jack Brooks' successful battle to win the Democratic primary here May 1 over four conservative challengers.



Efforts of activists like Beaumont CTA President-Elect Charles Finnell were key to Brooks' first-ballot win.

Paying tribute to teachers' key role, Brooks saluted the "literally thousands of hours of volunteer work by classroom teachers who brought enthusiasm, energy, and dedication" to his campaign.

Brooks has represented Texas' Ninth Congressional District since 1952. He now chairs the House Government Operations Committee, through which any plan to dismantle the cabinet-level U.S. Department of Education would have to pass. His tough battle for renomination therefore became a key political test for NEA-PAC this spring.

"Jack has a good track record for teachers. He stands up for our issues and is sympathetic to our needs," explains Ruth Dowling, a school librarian who is political action chair for the Clear Creek Educators Association.

Clear Creek is one of the communities surrounding the Johnson Space Center that became part of the Ninth District when boundary lines were redrawn this year. The lack of any existing Democratic organization in this new territory prompted Brooks' staff to ask Texas State Teachers Association members to help put together his campaign there.

TSTA/NEA volunteers throughout the district looked up the telephone numbers of 15,000 registered voters in targeted pro-Brooks precincts, sponsored coffees and receptions for the candidate, distributed yard signs and bumper stickers, phoned their

Sharing a campaign anecdote with Rep. Brooks are Beaumont teachers (left) Carole Smith and Wanda Parks.

Association colleagues to seek support, took absentee ballots to senior citizens, transported people to vote, and distributed literature at the polls.

Association efforts produced a whopping 66 percent plurality for Brooks in the Clear Creek precincts. This margin, combined with his strong showing in Galveston and Jefferson Counties, gave the incumbent his decisive win. ☐

IN OREGON

'People power' strengthens a member's bid for Congress

SALEM—An outspoken red-haired grandmother on leave from her teaching post at Mount Hood Community College is running for Congress in Oregon's new Fifth District.

State senator and Association member Ruth McFarland has the enthusiastic endorsement of NEA-PAC and the Oregon Education Association's political action arm.

If she wins the nomination in late May over her four opponents in the Democratic primary, McFarland will run against Republican Denny Smith

When it comes to his favorite candidate, Corvallis speech teacher Rick Wallace believes in communicating visually as well as orally.

in November. Smith has served one term in Congress, representing the huge Second District that covers the sparsely populated eastern half of the state. He chose to run in the new 5th District this year when Oregon gained an extra congressional seat.

Smith is therefore not technically an incumbent, but he has the advantages of incumbency, including name recognition and money. He is an arch-conservative who unseated longtime Oregon Congressman Al Ullman in 1980 through a negative campaign heavily financed by the National Conservative Political Action Committee (NC-PAC).

Smith, a wealthy newspaper owner, has so far voted "wrong" on every single education issue that's come up in the House and has earned a reputation as one of the least effective freshmen in the 97th Congress.

Whoever runs against him will be outspent at least seven to one. McFarland isn't worried. "We can't do it with money," she cheerfully admits, "so we'll have to do it with brains."

McFarland has people power on her side. Association volunteers are going door to door in the Fifth District as the primary approaches. Their pitch is time-honored but effective. "Good afternoon. I'm supporting Ruth McFarland for Congress. I have some literature here about her candidacy, and I hope you'll have time to take a look at it."

Such personal contact is not only much cheaper than using the mails but is also more likely to get her brochures read by Oregon's traditionally independent and thoughtful voters.

One of McFarland's campaign slogans is "A voice for Oregon—not a rubber stamp for Reagan." Oregonians, who have watched their lumber-based economy go straight downhill under the Administration's high interest rates, are fed up with Reaganomics. Unemployment now stands at 12 percent statewide and is over 30 percent in some mill towns. ☐

"Young women vote for me because I'm a feminist, old women because I'm a grandmother, young men because I'm strong, and old men because I'm sexy," explains Ruth McFarland.

...nor is NEA ignoring 1984

NEA President Willard McGuire (center) confers with South Carolina Education Association President Elaine Marks and Assistant Executive Director Joe Grant during meeting of a special NEA committee appointed by McGuire to study delegate selection procedures for the 1984 Democratic and Republican national conventions. Other committee members, representing key primary or caucus states, are Maine Teachers Association President Beth Supranovich and Executive Director John Marvin; NEA Executive Committee member Pearl Mack of Illinois and IEA Executive Director John Ryor; Iowa State Education Association President-Elect Phoebe Tupper and Political Action Specialist George Brown; and NEA-New Hampshire President Bill Shanahan and Executive Director Mel Myler.

'Let us all speak of peace'

WASHINGTON, D.C.— NEA Executive Director Terry Herndon was invited to share his thoughts on America's new grassroots peace movement with reporters at the National Press Club here in April. Here are excerpts from his remarks.

"Please consider that there is no record in the whole of human history of the invention of an effective weapon that was not eventually used. While pondering that simple historical fact, please consider as well that there are now 40,000 to 50,000 nuclear weapons in the world, with explosive power exceeding one million Hiroshima bombs.

"Clearly, the explosion of a small fraction of the world's arsenal, or the American arsenal alone, would mean that civilization as we know it will cease to exist.

"In such a world the 'common defense' is to be found only in the aggressive pursuit of peace. The imposition of a self-serving Pax Americana on the people of the world through military intimidation is impossible, and the persistent effort to do so does not promote our national security or our national defense.

"How do we consider that our extraordinary intellectual capacity and technical ability has led the world in the development of weaponry for 50 years, and yet we are more vulnerable to annihilation than ever before?

"Do we so doubt the efficacy of our wonderful democracy and our marvelous people that we give our present and our future over to a menacing Soviet pressure?

"We ring the globe with military installations because of the Soviets. We flood Europe with missiles because of the Soviets. We shrink from confrontation with apartheid because of the Soviets. Now we are pressured to cut welfare and education efforts because of the further Soviet nuclear buildup.

"Our government seems more responsive to the Soviet presence than to the needs of its own people or the needs of the desperate peoples of the world.

"Neither we nor the Soviets can rely on the seas to shield us from one another. As the missile flies we are but 30 minutes apart, and the span diminishes with each new technical development or strategic placement of a launching device. Our windows of vulnerability are open, but they will never again be closed.

"I, and most of my colleagues in the NEA, see this reality and know that the security and well-being of our nation are enhanced by the instruments of peace, not war. We want freedom from the persistent fear that governments, either by accident or decision, will end life on this marvelous planet. We, in 1982, will not accept Big Brother's declaration that 'War is Peace.'

"The omnipresent nuclear umbrella has not created jobs, filled bellies, ended oppression, or forestalled Soviet exploitation of human misery in the third world. Moreover, neither aggressive arms supply nor bellicose diplomacy arrested the creep of Marxism into Viet Nam, Cuba, Nicaragua, El Salvador, Afghanistan, or many other places. Then why do we rely on these policies for future defense?

"It is for the people of this nation to decide whether we will be the envy or the anxiety of the world. The better course is tough. It requires a solid and fair economy; a healthy, well educated, and hopeful population; and a stable, peaceful world order. The other is easy. It requires only threats, bellicose rhetoric, and more and more arms.

"I speak to you as a husband, father, brother, and son. I speak as a neighbor. I speak as a proud American. I speak as a teacher, and I pray, 'Let us all speak of peace.' " ☐

Ohio's Bruce Brombacher is

Teacher of the Year

UPPER ARLINGTON, OHIO—Bruce Brombacher is an NEA/Ohio Education Association member who combines dedication to his students with advocacy for teachers—and makes it look easy.

He has been named 1982 Teacher of the Year in a national competition sponsored by the Encyclopaedia Britannica Companies, *Good Housekeeping* magazine, and the Council of Chief State School Officers.

Brombacher, 33, teaches 8th and 9th grade math and algebra at Jones Junior High in this prosperous Columbus suburb. While some teachers are leaving the profession for higher paying jobs in industry, Brombacher gave up a promising career in scientific research to go into the classroom.

Says one of his former students, "Any teacher who can convince junior high students that mathematics is fascinating, absolutely essential to their lives, and can be learned by anyone intelligent enough to multiply money and divide a pizza among friends is way out front."

Says a parent, "He makes himself available to the students for help between classes and during his 'free' time. Mr. Brombacher has that desirable quality of reaching all levels of learners in a classroom."

Says Tracy Ludy, president of the Upper Arlington Education Association (UAEA), an OEA/NEA affiliate, "Bruce did in six years what it takes others a lifetime to accomplish. He's topnotch. Not only does he provide a superb example of what a teacher should be, but his enthusiastic support for the Association rubs off on others."

Agrees his principal, "Bruce is a great teacher and educator . . . he has had several opportunities to move into supervisory positions, but has chosen to stay in the classroom. Bruce could be anything he wants to be. We at Jones Junior High are glad he wants to be a teacher."

Teaching was not Brombacher's first career choice. He started out with a double major in math and physics, intending to go into scientific research. Vietnam intervened, and Brombacher spent a non-combat tour of duty serving in the military police and as a drug counselor. Upon his return, he resumed working toward his Ph.D. in physics.

As a graduate lab assistant, however, Brombacher found that he preferred teaching undergraduates to "the loneliness of the lab." At 27 he decided to become a teacher. Brombacher's switch in careers met with family approval—a dozen relatives have taught, including his wife Marcia, his mother, and his sister.

Does he ever regret leaving the lab for the classroom? "No," says Brombacher, "because kids are the most exciting people I could deal with. When I go home every night and see my 2½-year-old and my 4½-year-old, I see how much I mean in their lives. Then to also be part of the lives of 150 kids in my classes, and have an impact on them—it's exciting."

Brombacher is helping organize curriculum changes as Jones Junior High switches to a middle school, and he recently brought microcomputers into the classrooms. He would like to see children learning to use computers as early as kindergarten, "not because we want every student to become a sophisticated computer programmer, but because we want to teach them to use the computer as a tool."

The Brombachers do not have a home computer. ("We can't afford one," Marcia notes ruefully).

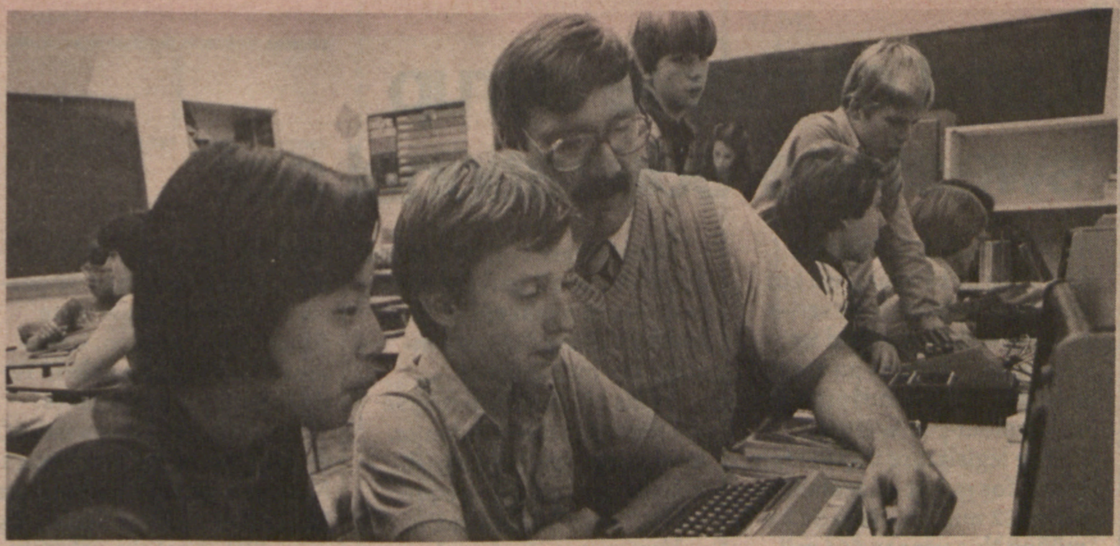
If he had not been selected Teacher of the Year, Brombacher would probably be the incoming vice-president of his local Association. "I had to turn down the nomination without telling them why," he laughs. He knew of his selection as Teacher of the Year weeks before it was publicly announced. He will spend most of next year traveling around the country speaking out for public education.

Brombacher has served as faculty representative and as a member of UAEA's negotiating team, where last year he endured 33 hours in one bargaining session. Others praised his role in helping teachers and school board members find common ground. Says Brombacher, "I've learned that both sides here are looking out for what's best for the kids."

He believes that the Association is an important peer support group. "If a teacher becomes isolated from the rest of the world, then not much will happen in that classroom that affects students' lives," he says. "We can't live in a vacuum. A lot of teacher stress arises when we take on responsibility for everything—we need to share our problems."

Brombacher received a crystal apple from First Lady Nancy Reagan in an April ceremony at the White House.

The 1982 Teacher of the Year has only one regret: "I feel bad that I'll be away from the kids for the next year." But while he's on the road, says Brombacher, "I want to tell people that there are some neat things happening in our classrooms. I'm going to share those stories and get the public involved." ☐



"Everything about my students is important to me," says 1982 Teacher of the Year Bruce Brombacher. "To me, teaching is not an eight-to-five job; rather, it's a 24-hour-a-day responsibility." A math teacher who introduced computers to his Ohio school system, Brombacher says he invites all his students to "become active participants in their own learning."

WYOMING

Association shows public what schools are like

CHEYENNE—If the public won't come to the schools, bring the schools to the public.

Members of the Cheyenne Teachers Education Association (CTEA) do just that each year as they transport classrooms, students, school staff, and equipment to the Frontier shopping mall for Cheyenne Education Day.

This spring's event featured more than 100 teachers and support personnel and some 600 students demonstrating everything from computer games and crepe cookery to chicken judging and spell-downs.

"Seeing is believing," says Dan Piel, president of the 736-member Association. "We wanted to show the public what our profession is all about and to showcase the talents of teachers and support personnel.

"The event draws hundreds of spectators of all ages," adds Piel, "and it's also popular with merchants, since it brings business into the mall."

This is the second year CTEA has sponsored Education Day, an idea that grew out of talks with members of Colorado's Greeley Teachers Association, who have sponsored a similar event for the past several years.

Now Colorado's Thompson Education Association leaders are expressing interest too and will soon start planning their own mall project. □

Bain Elementary School art teacher Tom Hart helps his students complete a ceramic tile mosaic, as part of Education Day sponsored by the Cheyenne Teachers Education Association.

NEW YORK

Law protects readers' privacy

ALBANY—In a time of increasing book censorship, when assigning certain literary classics has become an act of daring for teachers in many communities, the state legislature here has passed a law protecting the confidentiality of library book circulation records.

Under the new law, which was first proposed by the New York Educators Association (NYEA/NEA), it will take a court order to find out who has checked what book out of a library.

"We introduced the bill because groups of parents have intimidated school librarians and teachers in some of our smaller towns," says NYEA President Tom Pisa. "The legislation will help prevent witch hunts by those who are attempting to censor books assigned to a class, or trying to search out information about an individual's reading habits."

The bill sailed through the legislature without opposition and was signed into law by Governor Hugh Carey. □

DELAWARE

Buying state products helps public education

DOVER—The Delaware State Education Association (DSEA/NEA) has launched an innovative program called "Have Pride in Our State—Buy Delaware."

With help from the chamber of commerce, DSEA is compiling a list of retail products manufactured in the state. The list will be distributed to the Association's 6,000 members, as well as to students, labor unions, and business organizations.

Says DSEA President Wally Young, "I'm really excited about our 'Buy Delaware' campaign because we're reaching out to forge alliances with other labor unions, business, and industry. We want to put Delaware school employees' money to work for Delaware!"

Young notes that increased sales mean increased taxes, which will benefit public education.

As part of its campaign, DSEA raffled off a Chrysler K-car manufactured in Newark. The profits will go to DSEA's Political Action Committee for Education (PACE), which is building a $100,000 campaign chest.

In addition, DSEA members can buy any new Chrysler, Dodge, or Plymouth for only 2 percent over factory cost if they show their membership card. Over 60 cars valued at half a million dollars have already been purchased by DSEA members taking advantage of this low-cost program. Aiding them is the state's largest public school employee credit union, which is offering new car loans at 10½ percent. □

VERMONT

Land of maple syrup sweetens educational pot

MONTPELIER—"For the first time in 13 years, we got the state legislature to seriously increase state aid to education," reports an ecstatic Maida Townsend, president of Vermont-NEA.

The legislature upped state funds for public education by over $22 million, from $42.6 million this year to $65 million during the 1982-83 school year.

The increase will be funded by raising the 3 percent state sales tax to 4 percent in July, and by raising the state income tax by 1 percent.

"This bill will help relieve the unreasonable burden on local taxpayers and help distribute state aid more equitably," says Townsend.

Vermont ranks fourth highest in the nation in local share of school support (nearly 66 percent) and 48th in state share (less than 30 percent). With the new state funds for education, towns are expected to be able to reduce their property taxes.

Crediting the Association's fledgling Legislative Contact Network with the impressive legislative victory, Townsend says, "We kept the pressure on.We made the difference." □

"Vermont's students deserve no less than the best," Vermont-NEA President Maida Townsend tells state legislators. Responding to Association lobbying drive, legislature this spring passed significant increase in state aid to education.

HIGHER EDUCATION

in the National Education Association

What's inside

Rhode Island strike a success . . . The tenure trap . . . Organizing news

NEA issues latest salary statistics

Research supports faculty pay hikes

WASHINGTON, D.C.—Two new NEA Research reports provide valuable data supporting the case for larger faculty salary increases to offset losses in real income.

The reports are *Salaries Scheduled in Higher Education, 1980-81*, and *National and State Statistics of Faculty Salaries Paid in Higher Education, 1980-81*.

The *Salaries Paid* report shows that faculty lost ground in 1980-81 despite pay increases averaging just over 11 percent. The Consumer Price Index increased by 12.7 percent that same year.

Early estimates show that average faculty salaries increased by 8.9 percent between 1980-81 and 1981-82. But the Consumer Price Index increased by 9.6 percent.

The statewide average faculty salaries, also included in the report, are important statistics for local Association planning and action.

State governments provide 44.8 percent of the current funds for public higher education institutions. Student tuition and fees add 12.6 percent, and local government appropriations add 3.4 percent.

State-level decision makers have an interest in and responsibility for assuring that their state's faculty salaries are competitive with salaries of faculty in comparable states, notes the report.

Salaries Scheduled for Faculty in Higher Education contains current information about the presence and the levels of scheduled salaries.

The publication is designed to help build the case for using faculty salary schedules. It also provides the local Association with the information it needs to initiate or improve the local salary schedule.

Salaries are scheduled in over 56 percent of public two-year institutions, 38 percent of public four-year or higher degree-granting institutions, 25 percent of private four-year or higher degree-granting institutions, and 14 percent of private two-year institutions.

For more information or for a copy of the report, contact your local Association or NEA Research, 1201 16th St., NW, Washington, DC 20036. ☐

Highlights: Faculty salaries, 1980-81

► The **average salary** for faculty employed on nine-month contracts in higher education is $23,302, up 11.4 percent from 1979-80.

► In **public institutions,** the average salary for nine-month faculty is $23,745, an 11.5 percent increase from the previous year.

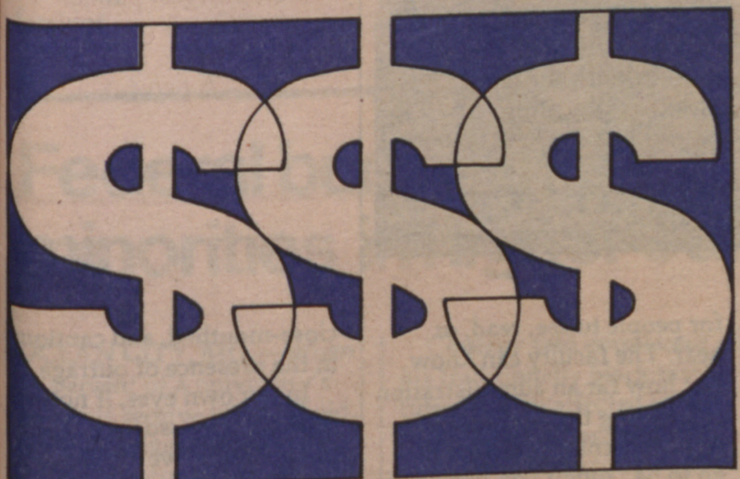
► The average salary increase for **continuing nine-month faculty** was 10 percent.

► The average salary for higher education faculty employed on **12-month contracts** is $28,055.

► In **public four-year institutions** other than universities, the average salaries of faculty employed on nine-month contracts by state ranged from $16,203 to $32,531.

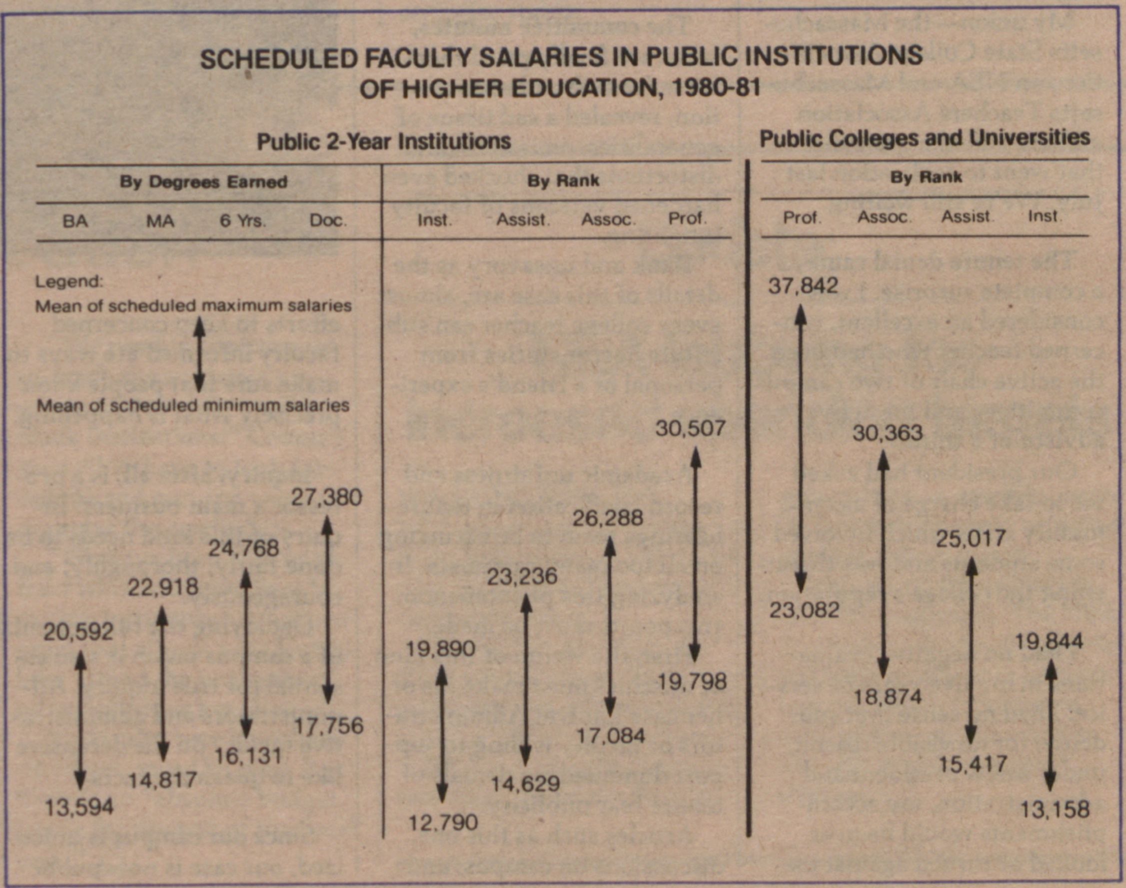
► In public universities, the **state average salaries** of faculty employed on nine-month contracts range from $20,195 to $36,402.

► **In public two-year institutions,** the state average salaries of faculty employed on nine-month contracts range from $15,417 to $38,178. ☐



AVERAGE SALARY PAID TO 9-MONTH FACULTY IN ALL 4-YEAR OR HIGHER DEGREE-GRANTING INSTITUTIONS

Rank	Total	Public	Private
All ranks	$23,693	$24,373	$22,325
Professor	31,016	31,442	30,089
Associate professor	23,265	23,898	21,887
Assistant professor	18,867	19,442	17,816
Instructor	15,056	15,486	14,316
Lecturer	17,375	17,712	15,971
No academic rank	17,380	19,240	16,706



Classroom climate may discourage women students

WASHINGTON, D.C.— Women students may find their self-confidence and ambitions cooled while men's are fueled by the climate in many college classrooms.

This is according to a report, *The Classroom Climate: A Chilly One for Women?*, issued by the Project on the Status and Education of Women of the Association of American Colleges (AAC).

"Women's educational experiences often differ considerably from those of men attending the same institutions because faculty often treat men and women students differently," says Bernice Sandler, project director.

Faculty may subtly—or not-so-subtly—discourage women students by:

- Calling on men more than women in class discussion.
- Asking questions followed by eye contact with men students only, as if only men were expected to respond.
- Interrupting women more frequently than men.
- Addressing their classes as if no women were present ("Suppose your wife . . .") or using classroom examples in which the professional is always "he," while the client or patient is always "she."
- Using sexist humor to spice up a dull subject.
- Neglecting to give women informal feedback on their work.
- Choosing fewer women as research or teaching assistants or giving them different responsibilities than men in those positions have.

The report notes that some women have dropped courses or changed majors because of faculty behavior.

Others have hesitated to participate in class and to seek informal help or letters of recommendation from professors whose classroom behavior communicated negative views of women.

In addition to identifying both inadvertent and overt faculty behavior that may discourage women, the report includes over 100 adaptable recommendations for faculty, students, and administrators to foster awareness, guide on campus evaluation, and promote change.

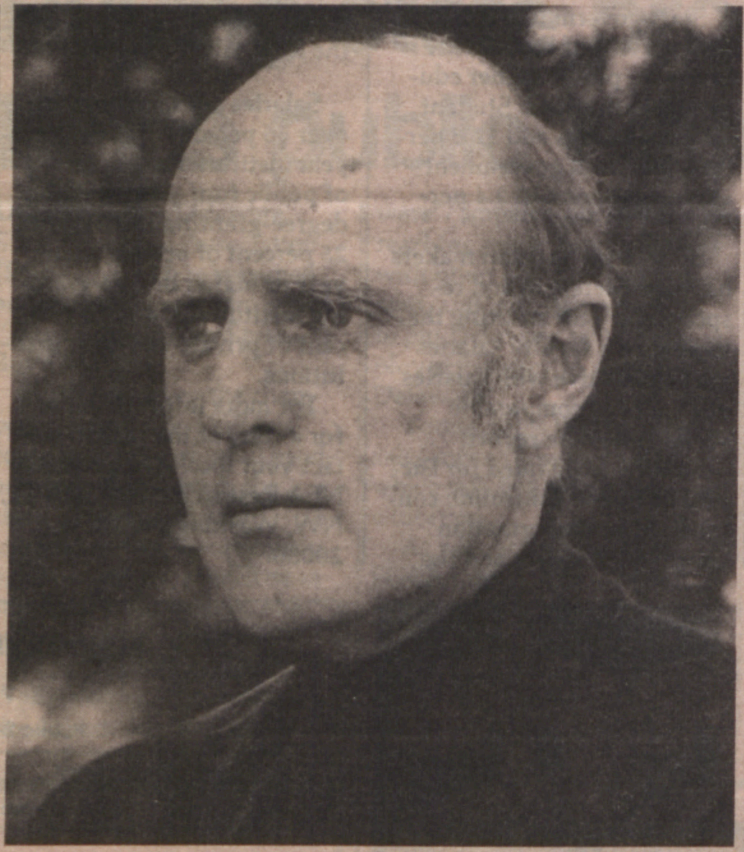
In releasing the report, Association of AAC President Mark Curtis emphasized that the traditionally masculine world of higher education must recognize that women comprise the new majority of students.

Copies of the report are available for $3 each (prepaid) from Box P, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009. □

"All we ask is interest"

by Herschel Shohan

A personal view on tenure denial



Herschel Shohan was formerly an assistant professor of English at North Adams State College in Massachusetts. A self-described "mid-life" college teacher, he returned to Columbia University in his mid-thirties for a doctorate in 17th century English studies following a decade as an advertising writer in New York City.

Last August, I finished my final year as an assistant professor of English at North Adams (Mass.) State College because I was denied tenure.

Since the tenure denial, I have witnessed a bizarre rewriting of my record that has confounded the majority of the faculty, my department, and the preponderance of the English majors.

My union—the Massachusetts State College Association, an NEA and Massachusetts Teachers Association affiliate—filed a grievance that went to arbitration last July. We're still waiting.

The tenure denial came as a complete surprise. I was considered an excellent, concerned teacher who had been the active chair of two campus committees and the active advisor of a third.

Our president had asked me to take charge of a community crisis which involved some students and was threatening the college's reputation.

I had no negative evaluations in my five years of service. I had no sense that suddenly, for no visible reason, under a new president and administration, my accomplishments would be overlooked or turned against me.

Our union contract allows the tenure candidate to appear before the review committee. I discussed my future plans should tenure be awarded.

The committee met three times. It brought charges against me that had never been mentioned, that I knew nothing about, and that I was given no chance to rebut.

The committee minutes, when we finally pried them loose from the administration, revealed a sad tissue of generalities, omissions, and distortions that shocked even hardened veterans of faculty infighting.

Rank and unsavory as the details of this case are, almost every college teacher can substitute horror stories from personal or a friend's experience.

Academic unfairness and record falsification in tenure hearings seem to be occurring on all too many campuses. In analyzing this phenomenon, two points must be made.

First, the victim of this kind of mischief must make his or her case known. Administrators or faculty willing to support dummied-up denials of tenure fear publicity.

Articles such as this one, discussions on campus, and efforts to keep concerned faculty informed are ways to make sure that people *know* precisely what is happening.

Inquiry, after all, is a professor's main business. Inquiry of this kind needs to be done fairly, thoroughly, and courageously.

Deploying the full potential of a campus union is also essential for true inquiry. Administrators and administrative faculty on the defensive like to quash the facts.

Since our campus is unionized, our case is now public for people to see, read, or hear. The faculty can know just how far an administration supporting the arbitrariness of a few senior faculty will go to be "tough" on behalf of "academic standards" and to keep faculty "in line."

The second point is even more important: we can *talk* to each other. Trouble usually makes academics quickly turn shy.

Nothing is more appalling or chilling than to see colleagues slide and glide away from one's suddenly tainted presence or remain glum, close-mouthed, and cautious in the presence of outrage.

In our own eyes, if not in those of our associates and our students, we are a diminished thing.

As a bare minimum, I recommend extending oneself to the person in the tenure trap. All we ask is interest. A sincere question on how things are going would be a start. A discreet phone call does wonders for the morale of both parties.

If we fail in this simple obligation, we join the conspiracy of silence. □

R.I. School of Design faculty strike brings better pay and benefits

PROVIDENCE—At the Rhode Island School of Design (RISD), full-time faculty have won the right to pursue outside professional activities—without administration approval.

Part-time faculty have won their first contract—after a two-year wait.

No faculty member lost pay after an 11-day strike this spring—the longest higher ed strike in state history.

The full-time and adjunct faculty associations are affiliated with NEA-Rhode Island (NEARI) and NEA.

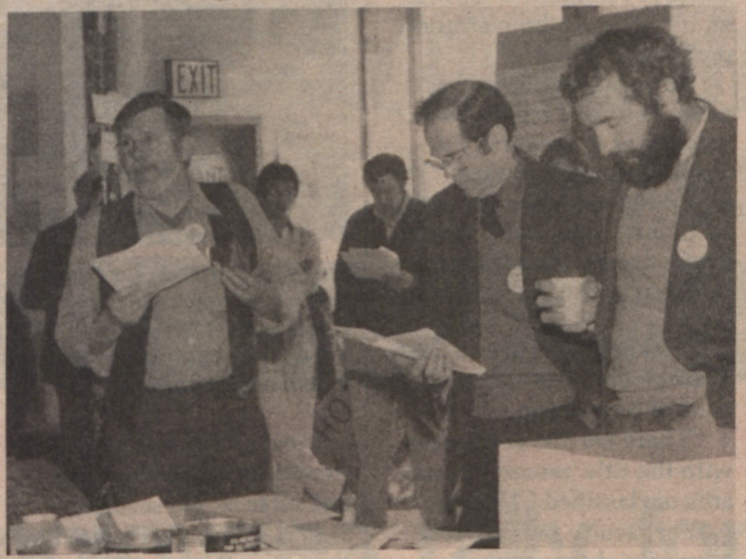
As a private institution, RISD bargains under the National Labor Relations Act, and faculty have the legal right to strike.

"Unlike in most strikes, money was not the most significant issue," says Ken Hunnibell, president of the full-time faculty association.

"At the heart of the matter," he explains, "were fundamental differences about how to maintain RISD's excellence."

The strike ended nine months of foot-dragging by the college trustees in agreeing on a full-time contract, and two years of stalling on an initial part-time contract.

The faculty picketed with a colorful collection of streamers, flags, and signs reflecting their artistic professions.



Ken Hunnibell (left) explains the new agreement to RISD faculty members as Jim Fowle (center) and Ned Dwyer follow along.

Part-time faculty negotiator Joanne Stryker pickets for the rights of her colleagues. In background is string-and-garbage-bag sculpture fashioned by students.

Part-time negotiator Sara Bradford discusses the unique agreement with colleagues.

Support from students was encouraging. They joined the faculty on the picket lines in the early days of the strike.

Later they built a huge string and garbage bag sculpture on the school grounds to show that the situation was "all tied up."

Even though the student government adopted a "neutrality" position, full-time faculty president Hunnibell says the students made a more important statement by honoring the picket lines.

"They respected our actions and issues, and that was important. Their visibility made it easier for us to succeed."

One night, the students demonstrated in front of the college president's house while she was hosting a cocktail party.

As faculty solidarity held strong, the full-time faculty settled the outside activities clause. They agreed to notify the administration of their outside professional activities.

And, they agreed not to teach a regularly scheduled course at another higher education institution without prior approval.

But the administration wouldn't sign a no-reprisal clause, and the full-timers wouldn't return to work until their part-time colleagues reached agreement.

"It would have been like throwing the part-timers to the wolves," says Hunnibell.

"It wasn't until the two impasses collided that administrators really recognized that they would have to negotiate a contract for part-time faculty," adds NEARI/NEA UniServ director Bob Joy.

Three days after the full-timers settled, the part-time faculty reached agreement.

"Pure perseverance led to our success," says part-time faculty association negotiator Sara Bradford.

The part-time agreement provides a wage increase of 34 percent over three years, with a guaranteed minimum salary per course.

After a specified time, part-timers must be offered two- and three-year teaching contracts. And they won increased job security through seniority rights.

The full-time contract provides a 37 percent salary increase over three years, combining 10 percent each year with a pool designed to eliminate existing salary inequities in the first year.

Librarians won academic leave, a promotion policy, and seven days per year of professional leave to attend seminars and conferences, with expenses paid by the college.

Despite the settlement, the hidden causes of the strike still linger.

"As far as the faculty are concerned," says Hunnibell, "the real issues can't be resolved in a contract. They have to do with respect and trust." □

Federal budget cuts squeeze minorities in higher education

OCEAN CITY, MD.—When 85 percent of a university's students receive financial aid, federal budget cuts provide good cause for alarm.

"That's why we're so frightened," says Leon Coursey, a physical education professor at the University of Maryland Eastern Shore.

Coursey, a Maryland State Teachers Association (MSTA) and NEA member, spoke about "Issues in Higher Education Concerning Minorities in the 80's" at a recent MSTA minority involvement program here.

Coursey said enrollment at his traditionally black institution is also affected by a federal desegregation order which sets goals for increased black enrollment at traditionally white institutions and increased white enrollment at traditionally black institutions.

"The minorities find it more financially advantageous to attend the traditionally white institutions because they receive 'other race' grants," he says.

"But the white students are less willing to attend the traditionally black institutions.

"We need to continue to upgrade the academic programs at the traditionally black institutions," Coursey says. "We have to look for unique and exciting ways to organize the curriculum.

"We have been able to attract white students here because of a unique honors program that allows a student to later attend the professional school of his or her choice."

No faculty here have been riffed yet, says Coursey. But there is an "absolute budget freeze for the rest of the fiscal year." □

Update:

NEA lobbying for increased spending targets

WASHINGTON, D.C.—NEA government relations lobbyists continue to work to save vital federal higher education programs.

The Senate and House of Representatives are in the midst of setting spending ceilings for all federal programs.

NEA is supporting legislative measures to set the targets as high as possible, especially for the heavily attacked student aid programs.

But setting the ceilings is only the beginning. The NEA legislative effort will continue as House and Senate committees meet later this year to achieve the spending levels through specific program changes. □

OREGON

OSU faculty push for bargaining

CORVALLIS—"We need to act fast to protect our jobs, with the current state of the economy and the latest fiasco in the state legislature on higher education funding."

So says Margaret Lumpkin, first vice-president of the newly formed Oregon State University Faculty Association (OSUFA), an Oregon Education Association and NEA affiliate.

OSUFA was organized especially to bring collective bargaining rights to 1,900 faculty in the university. Leaders are now gathering authorization cards to petition the Oregon Employment Relations Board to hold a bargaining election, possibly in the fall.

"The case for collective bargaining is clear," says Lumpkin. "Our salaries are at the bottom of the heap. Furloughs and deferred pay raises are really pay cuts. Grievance procedures are ineffective.

"Higher education faculty are the scapegoats for Oregon's budget woes, and the bottom line is that the students pay the price," she adds.

NEA Government Relations Director Linda Tarr-Whelan recently talked with OSUFA leaders before speaking at a press conference on federal higher education funding and its impact in Oregon.

Other issues have also spurred organizing, says OSUFA President Len Stricker, a business administration professor.

"Governance. There has never been any faculty involvement in university decision-making," he says. "We have been met and conferred with, but hardly ever. We are listened to by the administration, but not really heard."

Stricker points to one class of employees that is in special need of bargaining.

"There are 350 employees with the title 'research assistants unclassified.' They are part of faculty ranks, but have no rights to tenure—ever."

Floyd McFarland (center), OSUFA vice-president for organizing, discusses progress in the effort to win collective bargaining rights with OSUFA President Les Stricker (left) and Oregon Education Association President Ted Romoser, who teaches at a community college.

Most of these positions are funded by research grants and offer no job security.

OSUFA leaders invited to the Oregon Education Association Representative Assembly this spring were encouraged by the support offered by their bargaining K-12 and community college colleagues. □

FLORIDA

UFF votes FTP-NEA

TALLAHASSEE—The United Faculty of Florida (UFF), fed up with six years of AFT representation, have voted overwhelmingly to seek affiliation with the Florida Teaching Profession-NEA.

Seventy-five percent of the membership supported the move to FTP-NEA.

UFF is the bargaining agent for 5,400 faculty on nine Florida State University campuses.

"Over the past few years, we have worked closely in coalitions with FTP-NEA in securing our rights," says UFF president Ken Megill. "We are pleased that we now have the mandate of the members to move toward that affiliation.

"We look forward to working with our colleagues in FTP-NEA at the local and state levels to elect legislators, organize for collective bargaining, and secure rights for higher education and all education personnel," he adds.

UFF and FTP-NEA have held serious affiliation discussions since late last year.

"Although we still have some final issues to settle, I'm confident that soon UFF will become an affiliate of FTP-NEA," says FTP-NEA President Clarence Wingrove.

FTP-NEA and UFF are now working on the details of the affiliation agreement.

UFF leaders attended the FTP-NEA state convention in Orlando and received a standing ovation. □

UFF President Ken Megill addresses FTP-NEA Representative Assembly this spring.

CALIFORNIA

Still no winner in CSU election

SACRAMENTO—California State University faculty have a few more months still to wait before they know the identity of their collective bargaining agent.

Only 19 votes separated the NEA-affiliated Congress of Faculty Associations (CFA) from an American Federation of Teachers affiliate in last month's runoff representation election.

The election outcome will be determined by the disposition of 508 challenged ballots.

CFA leaders predict that the state Public Employment Relations Board may not hold a hearing on those ballots before September.

CFA is also affiliated with the California Teachers Association, the American Association of University Professors, and the California State Employees Association. □

IN BRIEF

Struggle for first contract continues at UM-Duluth

DULUTH, MINN.—The University of Minnesota-Duluth Education Association (UMDEA) has gone to court to force the board of regents to bargain.

"The university refuses to negotiate on retrenchment, promotion and tenure, faculty evaluation, and the academic calendar," says UMDEA President Tom Bacig. "They claim that these are management prerogatives."

The UMDEA, certified as bargaining agent in November 1980, is being stonewalled in bargaining the first contract for faculty at the Duluth and Waseca campuses. UMDEA is affiliated with the Minnesota Education Association and NEA.

While faculty wait for negotiations, Bacig says, "The unity here has been outstanding. The members are standing tough." □

NEA member's research wins national acclaim

HONOLULU—University of Hawaii linguist Derek Bickerton, a member of NEA and the University of Hawaii Professional Assembly, has won national attention for his studies of creole languages.

Bickerton, author of the recently published *The Roots of Language*, was featured in a one-page *Newsweek* article.

The article notes that Bickerton's theory—that creole languages reflect man's innate linguistic logic—is based on 15 years of studying Creoles worldwide.

Creole languages were formed from scratch and show how grammar and syntax develop naturally. The languages began as different populations were thrown together and forced to develop a new language to communicate. □

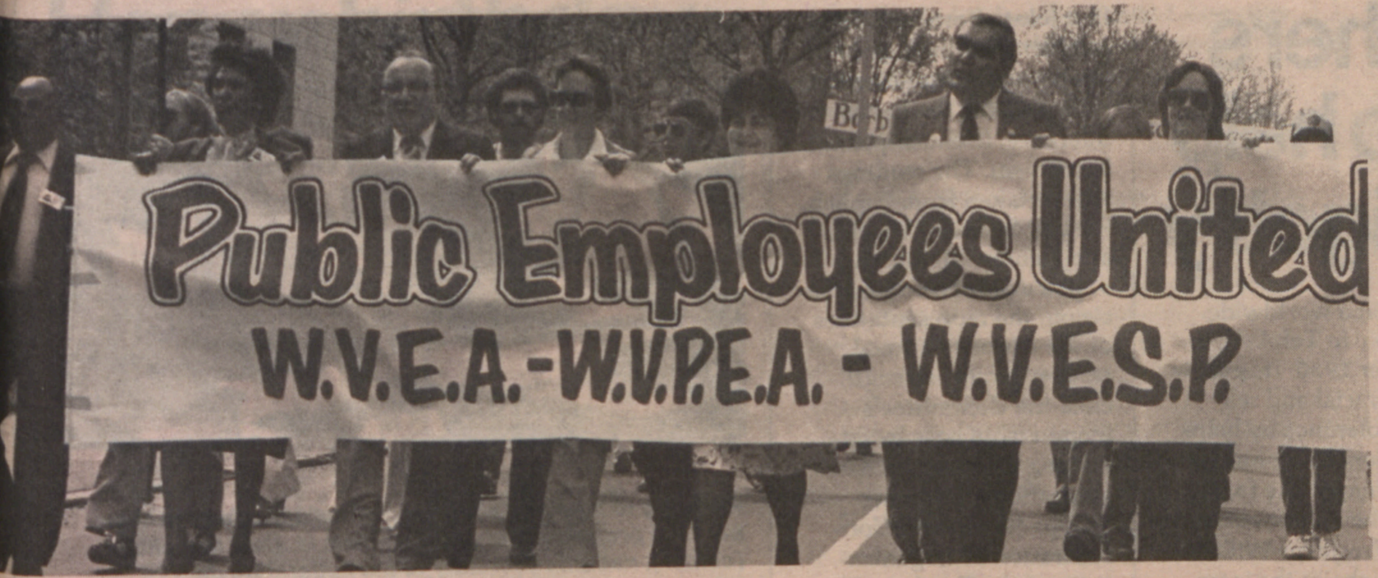
'New Right' focus of northeast meeting

AMHERST, MASS.—How to more effectively mobilize members to combat the threat of the New Right was the topic of a workshop at a recent meeting of the northeast region of the NEA's Higher Education Caucus, held at the University of Massachusetts.

Massachusetts Teachers Association President Carol Doherty said teachers must become more active in urging politicians to regain from the New Right the initiative in defining issues and proposing solutions to society's problems.

Alan Hunter, assistant professor at Hampshire College, analyzed New Right ideology and tactics, focusing on the extent to which the NEA is a major target.

The afternoon session on "Higher Education in the NEA" featured reports on the National Council of State Education Associations' higher education committee, higher ed caucus activities at the July NEA Representative Assembly, and the NEA higher education committee. □



Marching on the state capitol to request special session of the West Virginia legislature to grant a pay hike for public employees are leaders of three organizations representing over 76,000 workers: the West Virginia Education Association (WVEA/NEA), the West Virginia Educational Support Personnel (WVESP/WVEA/NEA), and the West Virginia Public Employee Association (WVPEA). Front row marchers, from left, are Charles Thomas, chair of the WVESP organizing committee; NEA Secretary-Treasurer Mary Hatwood Futrell; West Virginia NEA Director Roscoe Keeney; WVEA Legislative Chair Barbara Posey; WVPEA President Carmella Capozzi; WVEA President Lowell Johnson; and WVPEA Legislative Chair Dora Davis.

WEST VIRGINIA

Public employees rally for pay hike

HARLESTON—Over ,000 teachers, educational pport personnel, and other ublic employees from round the state rallied here n May 2, demanding a speal session of the legislature raise their pay.

Public employees received bsolutely no pay increase om state legislators this ear, though $55 million was transferred from the general revenue fund to the state roads program.

"This legislature chose potholes over people," charges Lowell Johnson, president of the West Virginia Education Association (WVEA/NEA).

"Rather than increase taxes in an election year," he explains, "the legislature chose to deny a salary increase to public employees. We were forced to give up a 7½ percent salary hike simply because the highway user taxes in this state are not sufficient to support the highway program."

A petition signed by 20,000 people was presented to Governor Jay Rockefeller at the rally, asking that he call back the legislature. In a symbolic gesture, Gov. Rockefeller even signed the petition himself, but said he'd have to see a change in the attitude of legislative leaders before calling them back.

"We plan to help change some of those attitudes, by working to elect pro-education and pro-people candidates in the June primary and in the November general election," promises Johnson.

WVEA first gained a reputation for its political clout during the 1980 Democratic primary, when it shook the state power structure by joining forces with the United Mine Workers and other unions to defeat the senate president, majority leader, and finance committee chair. □

NORTH CAROLINA

Salute and bargain

AYETTEVILLE—In a state here public employee unions re forbidden to negotiate, achers at the Ft. Bragg army ase here have created a colctive bargaining enclave.

Because they are considred to be federal employees, e teachers are eligible to argain with military authorties under the Federal Labor elations Act.

Fort Bragg is one of 18 chool systems run by the ilitary in seven states and uerto Rico. Such "Section I" schools were established educate dependents on omestic military bases folwing World War II, in loalities where the public chools were segregated.

NEA affiliates represent achers at eight of these miliary schools, including two nits that bargain collectively here and at the Quantico, irginia, military installaon.

"We're the first and only achers' unit in North Carona to negotiate a master conract," says Joan Stotler, chair of the Fort Bragg Association of Educators (FBAE) bargaining team. "We're looked up to by the rest of the state."

"Bargaining has made our members more unified, more active," reports FBAE President Barbara Nimocks. "We're proud of our contract; it's a beginning. We've had strong support from the North Carolina Association of Educators and NEA."

FBAE has represented the 250-member teaching unit since 1980, when the Association defeated an American Federation of Teachers local in a representation election. FBAE signed its first contract last June; the agreement runs three years.

"With a contract, we now have policies written down which used to be interpreted inconsistently. Vacancies weren't always posted before; now they are," says Nimocks.

FBAE also won a grievance procedure with binding arbitration, and payroll deduction of dues. As a result of collective bargaining, teachers also now serve on a joint advisory committee that is working out policies governing reductions in force, class size, and length of work day.

The only teachers in North Carolina to negotiate a master contract are represented by the Fort Bragg Association of Educators, affiliated with NCAE/NEA. Barbara Nimocks (left) presides over FBAE, while Joan Stotler (right) chairs the bargaining team.

Virginia teachers at the Quantico Marine Corps base have bargained for the past 12 years, signing their latest contract in January. Gains for the nearly 100 teachers include strengthening a grievance procedure that ends in binding arbitration, and creating an advisory "Association-Management Professional Action Committee" (AMPAC).

This committee "provides teacher input on issues such as summer school assignments, in-service training, and computer education," explains Barbara Gear, president of the Quantico Education Association. QEA is affiliated with NEA and the Virginia Education Association.

Neither the Ft. Bragg nor the Quantico local negotiates salary, but both have found, as QEA President Gear says, "We can improve our facilities and help our teachers through bargaining." □

IN BRIEF

Polaroid project puts cameras in classrooms

CAMBRIDGE, MASS.—For teachers interested in introducing instant photography to their students, Polaroid offers two free cameras in exchange for proofs of purchase from 20 packs of SX-70 or Time-Zero color film.

The offer is part of the Polaroid Education Project and includes a 100-page teacher's guide to camera-based learning activities, designed in collaboration with teachers. The guide suggests ways to integrate photography into different grade levels and subjects, including language arts, social studies, math, science, special education, and English as a second language.

The offer expires December 31, 1982. For more details write Polaroid Education Project, 549 Technology Square, Cambridge, MA 02139. □

Start planning now for American Education Week

WASHINGTON, D.C.—"A strong nation needs strong schools" will be the theme of American Education Week—November 14-20, 1982.

NEA, the National Congress of Parents and Teachers, the National School Boards Association, the American Legion, and the U.S. Department of Education cosponsor this annual event, which mobilizes parents, school employees, government officials, and citizens in a week-long celebration of America's public schools.

A new eight-page planning guide for the Week is available free for the asking. The NEA Professional Library also offers a comprehensive AEW promotional packet for $5.95 (stock no. 5050-9-5D).

The packet includes a greatly expanded AEW observance manual . . . eight full pages of reproducible art to use as flyers, advertisements, and other promotion pieces . . . discount coupons for books from the NEA Professional Library . . . plus an AEW proclamation, a Teacher Day certificate, and samples of AEW nametags, placemats, news releases, and other materials.

Order both the packet and the free planning guide by writing the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or by phoning 203/934-2669. □

Poverty makes a comeback; children pay the price

WASHINGTON, D.C.—Nearly 20 years ago, President Lyndon Johnson put poverty in America on the front pages as he announced his War on Poverty program. Since then, the issue of poverty has gotten little attention—and with some good reason. The number of Americans living in poverty has been decreasing steadily—from 22 percent in 1959 to 11.6 percent in 1979.

Now poverty is making a comeback. A recent report of the National Advisory Council on Economic Opportunity predicts the poverty rate could reach 15 percent by the end of this year. (The Census Bureau considers income under $9,283 for a family of four as poverty level.)

Part of the upsurge in poverty, the study charges, can be blamed on the Reagan Administration's budget cuts in a host of social programs that aid the poor—Aid to Families With Dependent Children (AFDC), Food Stamps, public housing, child care.

Who are the poor? Increasingly, the study shows, the poor are children. One in five Americans under age 18 today lives in poverty, while fewer than one in seven over age 65 does so.

Many poor children, the study points out, are part of single-parent families headed by women, who have traditionally been paid lower wages than men. The combination of low wages and recent cuts in child care, AFDC, and other benefits makes it more and more difficult for women to support their families. Today, the report notes, one-third of all households headed by women live in poverty. □

Innovative projects win NEA fellowships

WASHINGTON, D.C.—NEA recently awarded almost $14,000 in fellowships to eight members and six affiliates for creative projects furthering instructional goals and community understanding of public education.

These Hilda Maehling fellowships of up to $2,500 each are offered each year by NEA. This year's nationwide competition drew 118 entries.

Fellowship recipients for 1982 are the Rockford (Ill.) Education Association's Professional Excellence Committee for a local "teacher fair" to counter uninformed criticism of the schools; Northampton, Mass., teacher Leonard J. Basile for designing a "portable teacher center"; the Indianapolis (Ind.) Education Association for a project to train teachers who in turn will train parents in productive tutoring; Bay City, Mich., teachers Margaret Fleischmann, Janet Dixon, and Mary Boettger for developing a kit to help involuntarily transferred teachers face the problems of new grade levels and subjects; the Eugene (Ore.) Association of Substitute Teachers for a project to upgrade subs' classroom effectiveness.

Also, Mendocino, Calif., school librarian Alice Wittig for a series of 15-minute video programs on books for K-3 children; the Inglewood (Calif.) Teachers Association for a project to improve access to legal data needed for collective bargaining; the Student NEA for a national competition requiring student teachers to prepare mock lessons; the Missoula (Mont.) Education Association for a "multi-image" program emphasizing the educational, social, and economic importance of good schools and teachers to the community; and Pittsburgh, Pa., teachers Daryl Bates Stawartz, Judy Morgan, and Richard Mathews for a project involving 450 gifted elementary students in organizing and managing 10 "companies" manufacturing a product made from apples. □

Mexico's children speak to their U.S. neighbors

WASHINGTON, D.C.—Do you teach social studies, Spanish, English, art, or music to elementary or slightly older students? Then consider ordering a colorful book and instructional kit showing how children in Mexico live and think.

Available in English and Spanish from NEA's National Foundation for the Improvement of Education (NFIE), the 164-page *Mexico As Seen by Her Children* features the best of some 100,000 pieces of artwork and essays submitted by 3- to 16-year-olds. Topics include Mexican history, patriotism, the landscape, families, religion, school, bullfights, city life, and the young artists' own hopes. Listen to their voices:

"I adore my country because of its birds, its songs, and the crying of the men who fought to defend it."

"I think that it is bad to take oil out of the ground because it wounds the ground. It's like us and our skin and our blood. Oil is the blood of the land."

The U.S. Department of Education funded NFIE's development of an accompanying instructional kit. NFIE has carefully field-tested the kit in classrooms around the U.S.

"These materials have been extremely useful to us in a variety of curriculum areas which stress intercultural learning," comments one teacher. "They assist students not only in looking at Mexico but in looking at themselves."

The kit includes four separate booklets (Reflections, Resources for Teaching, Music Guide, and Art Descriptions), as well as 70 resource activity cards, a cassette of music and poetry, and two posters.

To order, send in the coupon below. □

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(City) (State) (Zip)

Think metric

WASHINGTON, D.C.—Would you walk a kilometer for a newspaper? If you put a liter of gas in your car, will it get you to work? If you weigh 30 kilograms, should you be concerned?

If you'd like to learn the metric system yourself or teach it to your students, NEA's National Foundation for the Improvement of Education (NFIE) has just the thing for you.

Using a grant from the U.S. Department of Education's Metric Education Program, NFIE developed "Measuring with Metrics," for students in grade three through college. The program covers the basics of metric measures in length, area, capacity, volume, and weight.

"Measuring with Metrics" includes 10 filmstrips and 10 audio cassettes, skill sheets (ditto masters), and a teacher's manual. It is available as a complete set or in five components, one for each metric area. The program has been reviewed by 12 teachers for instructional quality and has been field tested in classrooms. The National Bureau of Standards and the U.S. Metric Board have also reviewed the package for technical accuracy.

To order, fill in the coupon at left. □

NEA annual meeting returns to L.A.

LOS ANGELES—Politics will dominate debate among the more than 10,000 teachers, professors, educational support personnel, and other Association members who will converge on the Convention Center here this summer for NEA's 120th annual meeting. This year's theme will be "Political Power for Educational Excellence."

Some 8,000 elected delegates from affiliates around the nation will set the next year's course for the Association during the eight business sessions of the Representative Assembly, NEA's highest policy-making body, July 3-6.

Priority issues for discussion and debate are expected to include censorship and other extremist attacks on public schools, the erosion of state and local tax bases in the current recession, and the need for renewed federal recognition of education's vital role in building both economic prosperity and national security.

The Representative Assembly agenda includes election of three NEA officers (*see story at bottom of this page*).

Prior to the business meetings, exhibitors will be on hand displaying a vast assortment of the latest educational materials.

Disabled delegates who will need special equipment or services should contact the Office of Convention and Conference Management at NEA Center as soon as possible so that necessary arrangements can be made. □

Come early!

LOS ANGELES—Special conferences are scheduled for Association members prior to the opening of the 1982 Representative Assembly.

On June 29 and 30, a joint women's and minorities' issues conference at the Los Angeles Hilton Hotel will offer a varied program of workshops including Module II of the NEA Women's Leadership Training series, coalition building, the new federalism and its impact on public education, minority women's dilemma, and sexual harassment.

Other workshops will focus on affirmative action, coping with stress, the far right, and race discrimination, among others. Registration fee is $30 per person.

On July 1, also at the Hilton, NEA's Instruction and Professional Development unit will sponsor two concurrent mini-conferences on computers in the classroom and prime-time television as a teaching device.

The computer sessions will include a look at the issues surrounding classroom computer use, hands-on computer work sessions conducted by teachers, and a mini-course in computer language, materials, and equipment.

The TV workshops will employ actual TV clips and demonstrations. Special guest will be Henry Winkler ("the Fonz").

There is no charge for either mini-conference. Those who have not preregistered may do so at the door prior to the 11 a.m. opening.

Information on both conferences has already gone out to delegates. For more details on the women's/minorities' conference, contact the NEA Executive Office at 202/822-7199. IPD can be contacted at 202/822-7394. □

NEA to fete human rights activists

LOS ANGELES—The 1982 NEA Human and Civil Rights Awards Dinner will be held here Sunday, July 4, during the NEA annual meeting.

The eight human rights awards to be presented are—

► The H. Council Trenholm Memorial Award for advancing intergroup understanding within the education profession

► The Rosena J. Willis Memorial Awards for outstanding state and local Association human relations programs

► The Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to American Indians and Alaska Natives

► The George I. Sanchez Memorial Award for a major contribution to the education of Hispanic Americans

► The Whitney M. Young, Jr., Memorial Award for promoting equal employment opportunity in education

► The Award for Creative Leadership in Women's Rights

► The Award for Leadership in Asian and Pacific Island Affairs.

Also to be presented during the banquet is the 1982 Irvamae Applegate Award for International Understanding.

Individual NEA members as well as state Associations may use the accompanying coupon to order tickets for the dinner. □

NEA Human and Civil Rights Awards Dinner
Sunday, July 4, 1982: Westin-Bonaventure Hotel, Los Angeles, Calif.

____
Last Name **First** **Middle**

____
Association

____
City **State**

( ) ______________________________
Area Code **Telephone No.**

I will order ________ blocks of 10 tickets to the dinner at $300 per block. Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner.

and/or

I will order ____________ tickets at $30 per ticket.

Enclosed is a check/money order in the amount of $__________ which represents total payment for ________ tickets.

Make checks or money orders payable to NEA Human and Civil Rights. Mail to NEA, 1201 16th Street, N.W., Washington, DC 20036, attn: Human and Civil Rights. For further information, contact Lynette Johnson at 202/822-7705.

Note: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. No tables will be reserved until checks/money orders have been received and cleared. NO TICKETS WILL BE MAILED. ALL TICKETS WILL BE DISTRIBUTED AT THE TICKET BOOTH AT THE CONVENTION CENTER BEGINNING JULY 1.

Rep Assembly to elect three NEA officers

WASHINGTON, D.C.—The candidates whose pictures and statements appear below filed for office by April 1, 1982.

Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for content of the candidate statements.

In accordance with Standing Rule 10, nominations will be made at the first business meeting of the Representative Assembly on Saturday, July 3, in Hall A (Plaza Level) of the Los Angeles Convention Center.

Voting for officers on the first ballot will take place from 7 a.m. to 12 noon on Sunday, July 4.

Pursuant to the requirements of Article V, Section 1(c), (d), and (e) of the NEA Constitution, elections may also be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the NEA Board of Directors.

Candidates for office shall have been active or educational support members of the NEA for at least two years immediately preceding the election.

for Secretary-Treasurer

Mary Hatwood Futrell
Virginia

Mary Futrell is seeking re-election as NEA secretary-treasurer.

Mary believes the continued strength of the united teaching profession is contingent upon a fiscally sound NEA serving as a strong advocate of improved benefits and services for members and for improving the quality of education.

She believes that if the frontal assault on public education is to be halted, members of the education family must become more involved in the political and legislative arenas.

She is a business education teacher from Alexandria, Virginia. Mary is an experienced leader, having served successfully in leadership roles at the local, state, and national levels of the Association. Her past experience as NEA secretary-treasurer provides the comprehensive qualifications needed to continue in the position.

for Executive Committee (two seats to be filled)

Ed Foglia
California

"Involving teachers directly in political action, contacts with the media, and collective bargaining activities is the key to the survival of public education in the 80's," states Ed Foglia, candidate for NEA Executive Committee.

Foglia has served for seven years as an NEA Director and is completing his second two-year term as President of the California Teachers Association. When Foglia announced he would not seek reelection, the California State Council, by secret ballot, endorsed his candidacy for NEA Executive Committee by an overwhelming 91.3 percent.

A teacher activist for 25 years, Foglia was elected this year by his colleagues to chair the NEA Board Forum. He has also worked creatively in such diverse areas as human rights, legislation, school finance, and IPD.

Judi Owens
New Jersey

I came on the NEA Executive Committee three years ago as immediate past-president of a dynamic New Jersey state affiliate.

High among my priorities are greater attention to instructional and professional development problems, improved member image and public relations, more member involvement in political action decisions, a wider membership base (including everyone in the public school family), and sounder funding of UniServ units.

I call for no-nonsense leadership. Let's concentrate on issues that make a difference for children, teachers, and all other school employees.

Much is happening, and I think I had some part in making it so. I need your support once again. Let's keep it going.

Jim Lewis
Kansas

After more than a decade of active UTP experience, Jim Lewis has some specific ideas about NEA direction in the 1980's.

In only two years as Kansas-NEA president, his accomplishments included: financial reorganization, resulting in no dues increase while services and programs increased; reversal of a five-year membership decline; and unprecedented member involvement in program planning and delivery.

"The 1980's will require vision, assertiveness, and creativity of all NEA leaders," says Lewis. "In order to reach our full political potential, and to chart the future of our profession on our terms, we need maximum yield from every dues dollar. When we combine our financial and human resources with forward-thinking leadership, any of our goals is attainable."

Fifth grader's poster wins 'National Day of Conscience' contest

JASPER, S.C.—"When I mailed my entry, I said to myself, 'Vincent, you're just entering for fun,' " recalls Vincent P. Phillips, the grand prize winner of NEA's National Day of Conscience Poster Contest. The 10-year-old student at Jasper Middle School here says he was "in shock" when he found out he won.

"I feel like a great star," Vincent adds. And well he should. Already he is a local celebrity who has appeared on two TV news broadcasts. He has been interviewed by two local newspapers and a radio talk show.

The nationwide contest, conducted through NEA's local affiliates, was open to students in kindergarten through eighth grade as part of the national observance of a "Day of Conscience for Public Education" back in January.

Vincent's winning poster depicts his own silhouette filled with his thoughts about public schools. "I decided to show what I think about public schools—not just in Jasper, but all over America," Vincent explains.

His art teacher, Bonita Percival, is also pleased. "I knew the poster was good," she says, "but to have it win the grand prize was a delight to us all. This has been the highlight of my 16-year teaching career." Percival feels that this win will help put Jasper—a small, poor school district—"on the map."

NEA flew Vincent, his family, and his teacher to Washington, D.C., in April. They met with NEA leaders and with their congressional representative, Republican Thomas F. Hartnett, on Capitol Hill.

"We were greeted like kings and queens," Percival says. "I think when our representative was confronted with real people from Jasper, our plight became more real. I used this opportunity to ask Mr. Hartnett to become more aware of our educational needs."

Grand prize runners-up in the poster contest are Deanna Kamholtz, a sixth grader from Brookwood School in Genoa City, Wisconsin, and Khong Luangrath, an eighth grader from Dollen Junior High School in Tucson, Arizona. Amy Murillo, a blind student from Tucson, won a special achievement award. □

Rep. Thomas Hartnett (R-S.C.) receives a visit from two very important constituents: 10-year-old artist Vincent Phillips and his teacher, Bonita Percival.

Interim financial report to NEA members

by Secretary-Treasurer Mary Hatwood Futrell

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1982
UNAUDITED

ASSETS	GENERAL FUND	CAPITAL IMPROVEMENT FUND
Current Assets		
Cash and Short-Term Investments	$ 4,416,604	$ 843
Accounts Receivable:		
Membership Dues	42,349,120	
Notes Receivable—Dues	349,663	
Notes Receivable—Other	5,000	
Note Receivable—Reston Property	287,500	
Publication Sales & Advertising	318,348	
Amount due from Governance and Non-Governance Affiliates	392,850	
Other Assets	1,520,662	
	$49,639,747	$ 843
Long-Term Assets:		
Property under Capital Leases: Less Accumulated Amortization	2,139,189	
Investment in Securities	217,147	
Notes Receivable—Dues	233,139	
Notes Receivable—Other	10,000	
Land		1,753,777
Building: Less Accumulated Depreciation		6,905,285
Equipment: Less Accumulated Depreciation	241,475	
	2,840,950	8,659,062
TOTAL ASSETS	$52,480,697	$8.659,905
LIABILITIES AND FUND BALANCES		
Current Liabilities:		
Deferred Membership Dues	$29,190,470	
Installment Note Payable	16,452	
Accounts Payable & Accrued Liabilities	1,961,188	
Accrued Vacation & Other Benefits	2,702,362	
Amount held for Affiliates & Other Orgs.	147,725	
Amount held for Special Purpose Funds	2,007,478	
Obligations under Capital Leases	550,259	
	36,575,934	
Long-Term Liabilities:		
Installment Note Payable	12,317	
Accrued Severance Pay	1,766,632	
Deferred Interest Payable	82,132	
Obligations under Capital Leases	1,655,900	
	3,516,981	
TOTAL LIABILITIES	$40,092,915	
FUND BALANCES	12,387,782	8,659,905
TOTAL LIABILITIES & FUND BALANCES	$52,480,697	$8,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES
FOR THE SEVEN MONTHS ENDED MARCH 31, 1982

INCOME	ACTUAL	BUDGET
Membership Dues	$70,057,128	$70,593,000
Less: Membership Dues Deferred for Remainder of Year	29,190,470	
	$40,866,658	
Advertising	900,000	750,000
Interest & Investment Income	416,021	500,000
Income from Fees & Services	358,193	500,000
	$42,540,872	$72,343,000
EXPENDITURES BY AREA		
Affiliate Services	$16,506,919	$27,560,585
Communications	4,714,858	8,789,293
Government Relations	980,320	2,042,873
Political Affairs	480,349	1,084,839
Instruction & Professional Development	1,222,022	2,359,984
Research	1,962,510	3,543,554
Human & Civil Rights	877,626	1,710,510
Administration	3,734,645	5,902,191
Legal Services	4,415,863	7,061,530
Business & Finance	2,013,194	3,531,920
Data Processing	2,074,169	3,636,780
Governance	1,692,385	4,550,691
	$40,674,860	$71,774,750
EXCESS OF INCOME OVER EXPENDITURES	$ 1,866,012	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and Benefits	$13,696,471	
Joint Projects with State & Local Associations	13,862,622	
Travel	3,595,972	
Publication Costs	2,755,537	
Office Expenses	1,303,626	
Administrative Expenses	1,128,440	
Outside Services	2,778,991	
Machine Rental & Repairs, Material & Supplies	1,553,201	
	$40,674,860	

NEA honors outstanding TV, radio productions

WASHINGTON, D.C.—Eleven television productions and one radio series were honored recently by NEA for advancing learning through broadcasting.

"National Education Awards" salute broadcasts during the past year that—

- ▶ Used motivational techniques to capture interest
- ▶ Were adaptable to or compatible with classroom instruction
- ▶ Reflected fairness, accuracy, and lack of bias
- ▶ Had cultural, social, political, or technical significance
- ▶ Demonstrated high artistic and technical standards
- ▶ Encouraged intelligent, thoughtful viewing
- ▶ Presented positive sexual and racial role models.

Winners were Bill Moyers for "People Like Us" (CBS News), Bob Keeshan for "Captain Kangaroo" (CBS-TV), Warner Amex Satellite Entertainment Company for "Nickelodeon," Children's Radio Theatre for "Children's Radio Theatre" (National Public Radio), Gannett Broadcasting Group for "Epidemic: Why Your Kid Is on Drugs," KQED-TV in San Francisco for "Up and Coming" (PBS).

Also, Rainbow TV Works for "Righteous Apples" (PBS), T.A.T. Communications Company for "The Wave" (ABC-TV), the Tomorrow Entertainment/Medcom Company for "The Body Human: Becoming a Man and Becoming a Woman" (CBS-TV), WFBC-TV in Greenville, S.C., for "Tuesday's Child," WHIO-TV in Dayton, Ohio, for "Courthouse Square," and WZZM-TV in Grand Rapids, Mich., for "When I Grow Up." □

'Tuned In' series seeks your reactions

CHESTNUT HILL, MASS.—The creators of "Tuned In," the new public television series that debuted across the country during April and May, are interested in hearing from teachers who used one or more of the programs in their classrooms.

A two-page, postage-paid teacher survey form is available from "Tuned In" Survey, NEA Communications Services, 1201 Sixteenth Street, N.W., Washington, DC 20036. Please take a few minutes to order this questionnaire and then respond candidly by June 30.

Or if you'd prefer to give more informal feedback on the series—positive OR negative—just jot your reactions on a postcard and mail it to Valerie Crane, Project Evaluator, Research Communications Inc., 384 Newton Street, Chestnut Hill, MA 02167. □

Red Coach, Nestlé boycotts still on

WASHINGTON, D.C.—NEA continues to urge members to support the nationwide consumer boycotts of Red Coach lettuce and Nestlé products.

NEA endorsement of the actions against the two companies was voted by the 1980 Representative Assembly and has been implemented by the Board of Directors.

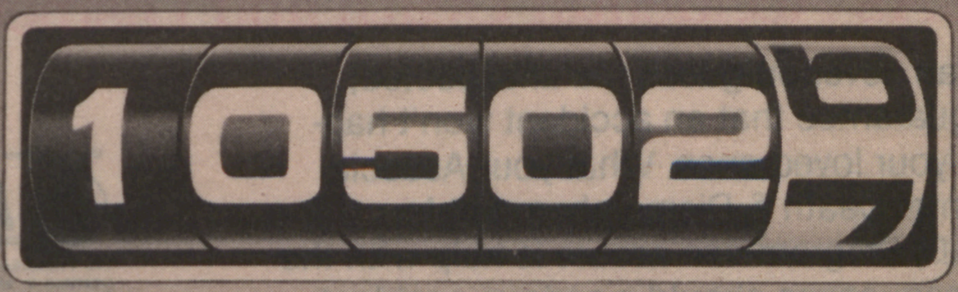
The Red Coach boycott is designed to bring pressure on California lettuce grower Bruce Church to bargain in good faith with the United Farm Workers. The Nestlé boycott protests marketing methods that have persuaded Third World women to switch from breastfeeding to bottle feeding, despite the potential hazard to infants' health.

The Nestlé boycott scored a partial victory in March when the corporation announced a new position supporting the World Health Organization (WHO) Code and promising to abide by its rules on how infant formula may be marketed in developing countries. However, the NEA boycott will continue until there is evidence that the Nestlé Corporation's practices conform to the Code.

While Red Coach lettuce is easily identifiable in grocery stores, Nestlé products are sold under many different labels *(see list below)*. Please note that three products previously on the boycott list—Price's chocolates, McVities crackers, and Kavli Crispbread—have severed their connections with Nestlé and should no longer be boycotted. □

Nestlé products to be boycotted:

Chocolates: Nestle's Crunch, Toll House Chips, Nestle's Quik, Hot Cocoa Mix, Choco'lite, Choco-Bake, $100,000 Candy Bar, Go Ahead Bar, Crokine (syrup) □ **Coffees and Teas:** Taster's Choice, Nescafe, Nestea, Decaf, Sunrise, Pero □ **Wines:** Beringer Brothers, Los Hermanos, Crosse and Blackwell □ **Cheeses:** Swiss Knight, Wispride, Gerber Cheese, Old Fort, Provalone Locatelli, Cherry Hill, Roger's □ **Packaged Fruits, Soups, Etc.:** Libby's, Stouffer Frozen Foods, Souptime, Maggi Soups, Crosse and Blackwell, Beech-Nut Baby Foods □ **Miscellaneous:** L'Oreal Cosmetics, Nestle Cookie Mixes, Deer Park Mountain Spring Water, Pine Hill Crystal Water, James Keiller & Son, Ltd., Contique by Alcon, Ionax by Owen Labs, Lancomé □ **Hotels and Restaurants:** Stouffer, Rusty Scupper.



"SUM"
people get more for their money

(a 10% discount + unlimited mileage from NEA/Hertz)

10% off SUM rates

SUM . . . it stands for Standard Unlimited Mileage, the new rates from Hertz that offer simply *un*-standard savings! Unlike traditional time and mileage rates (recently discontinued by Hertz), the SUM is a flat rental charge providing unlimited mileage. That means you always know the full cost beforehand — no more worrying about extra charges for taking the scenic route! And the weekly SUM rate is only five times the daily rate—even if you keep the car for seven days!

But that's not all, because as a unified member, you are now entitled to 10% off SUM nationwide (applicable taxes and optional insurances not included). And the discount remains in effect even if you leave the car at a different location.*

"Dollars-Off" Weekly/ Monthly Economy Rates

Under certain circumstances, it might pay to take advantage of Hertz' economy touring rates . . . especially since unified members can now claim special "dollars-off" discounts in all 50 states. These discounts can take up to $15 off your rental cost, depending on the model of car rented.

If you rent overseas, NEA/Hertz offers a special international discount. And, of course, you can still choose to take advantage of Hertz' special pre-discounted weekend rates. With so many options, saving on renting a car is simple! Just show your NEA/Hertz Discount Card. Your Hertz representative will compare rates and find the one that's best for you.

Hats off to NEA/Hertz!

Your Association-sponsored program combines unbeatable savings with unparalleled convenience! With over 4,000 locations world-wide, chances are there's a Hertz near you with the car you want. And with NEA/Hertz, you can reserve that car in advance with a single toll-free call.

So the next time you need to rent a car, take off with NEA/Hertz! For a free discount card listing the new rates and toll-free numbers, write:

NEA Special Services — R-6-82
1201—16th Street, N.W.
Room 404E
Washington, D.C. 20036

UNIFIED SPECIAL SERVICES
NEA...Working for you

*a drop-off charge may be assessed based on the distance between both cities or locations (except in Florida)

NEA forgives NYEA dues debt

WASHINGTON, D.C.—Under a policy set by the NEA Board of Directors in 1975, roll-call votes of the Board must be published in the NEA Reporter.

One such vote was taken by the Board at its May 7-8, 1982, meeting here.

Subject of roll-call vote:

To forgive the New York Educators Association note payment due in 1982 for dues in arrears in the amount of $72,000. (NYEA is in financial straits trying to pay heavy fines imposed under New York's Taylor Law.)

Vote count:

106 yes, 11 no, 6 not voting, 4 absent with one absentee represented by an alternate director.

Voting yes:

Butler	(Ala.)
Potter	(Alaska)
Beachem	(Ariz.)
Sayler	(Ariz.)
Johnson	(Ark.)
Curfman	(Calif.)
Estrellas	(Calif.)
Foglia	(Calif.)
Hodgkins	(Calif.)
Kuiper	(Calif.)
Logue	(Calif.)
Shaw	(Calif.)
Vick	(Calif.)
Bradshaw	(Colo.)
Lansford	(Colo.)
Gagliardi	(Conn.)
McLean-Waller	(Conn.)
Testerman	(Del.)
Winter	(D.C.)
Scott	(Fla.)
Wilson	(Fla.)
Scott	(Ga.)
Wright	(Ga.)
Williams	(Hawaii)
Hovey	(Idaho)
Barrow	(Ill.)
Fitch-Tucker	(Ill.)
Mishler	(Ill.)
Miller	(Ind.)
Moudy	(Ind.)
Gilchrist	(Iowa)
Halliburton	(Iowa)
Lewis	(Kans.)
Harvey	(Ky.)
Morton	(Ky.)
Scott	(La.)
Sullivan	(Maine)
Jones	(Md.)
Kuker-Kihl	(Md.)
Christian	(Mich.)
Smith	(Mich.)
Speicher	(Mich.)
Zook	(Mich.)
Bauermeister	(Minn.)
Etter	(Minn.)
Holman	(Minn.)
Bradley	(Miss.)
Austin	(Mo.)
Johnson	(Mont.)
Kaldahl	(Nebr.)
Jenis	(N.H.)
Gibson	(N.J.)
Goldman	(N.J.)
Graham	(N.J.)
Parish	(N.J.)
Walters	(N.J.)
Eachus	(N. Mex.)
McKenzie	(N.Y.)
Washington	(N.Y.)
Cummings	(N.C.)
Rader	(N.C.)
Wilson	(N.C.)
Gallagher	(N. Dak.)
Abel	(Ohio)
Potts	(Ohio)
Rudd	(Ohio)
House	(Okla.)
Jewell	(Okla.)
*Rollins	(OV)
Farr	(Pa.)
Mechlowitz	(Pa.)
del Valle	(P.R.)
Mello	(R.I.)
Cooper	(S.C.)
Akers	(Tenn.)
Martin	(Tenn.)
Pike	(Tenn.)
Harrell	(Texas)
Hilger	(Texas)
Hunt	(Texas)
Stacey	(Texas)
Scott	(Vt.)
Coffey-Hines	(Va.)
Gant	(Va.)
Nelson	(Va.)
Amos	(Wash.)
Horne	(Wash.)
Wahlquist	(Wash.)
Keeney	(W. Va.)
Carlin	(Wisc.)
Lewandowski	(Wisc.)
Schleife	(Wisc.)
Anderson	(Wyo.)
Bernat	(SNEA)
Duncan	(SNEA)
Benson	(At Large)
Sproul	(At Large)
Treibley	(At Large)
Burse	(Ex. Com.)
Mack	(Ex. Com.)
Obermeyer	(Ex. Com.)
Owens	(Ex. Com.)
Woodard	(Ex. Com.)
Futrell	(Ex. Com.)
Freitag	(Ex. Com.)
McGuire	(Ex. Com.)

Voting no:

Dotson	(Ala.)
McDanal	(Ala.)
Steele	(Kans.)
Anderson	(Nev.)
Lawrence	(Ore.)
Lee	(Ore.)
Huntley	(Pa.)
Wyland	(Pa.)
Horgen	(S. Dak.)
Foster	(Texas)
Peterson	(Utah)

Vote not recorded:

**Coleman	(La.)
Gilmore	(Mass.)
Davenport	(Mich.)
Savage	(Ohio)
Mitchell	(Pa.)
Fujimori	(Ex. Com.)

Absent:

Dunn	(Mass.)
Johnson-Taylor	(Mass.)
Dorsey	(Ohio)
Mosher	(OV)

*Alternate director

****Jesse Coleman** (Louisiana) was not present for the vote but requested that his affirmative position be indicated.

NEA's Accidental Death and Dismemberment Program.

Just as you can never outguess the unexpected, nothing can guarantee that an accident won't happen to you or your loved ones. What your Association's Accidental Death & Dismemberment Insurance (AD&D) Program *can* assure is help with the financial consequences should a serious accident occur, anytime, anywhere, to you or an eligible member of your family. And this around-the-clock, around-the-world protection costs less than you might think!

And now, the NEA Members Insurance Trust is pleased to announce a major improvement in this valuable coverage. Beginning this spring, your Association-sponsored program will offer the option of a second plan that provides new, higher limits of protection.

Watch your mail for complete details of this exciting new development in AD&D. If you want information immediately, complete the coupon.

Underwritten by:

Prudential

The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES

NEA...Working for you

R-6-82

The Prudential Insurance Company of America
NEA Accidental Death & Dismemberment Program
P.O. Box 433
Fort Washington, Pennsylvania 19304

Please send me complete details on my Association's Accidental Death & Dismemberment Plan.

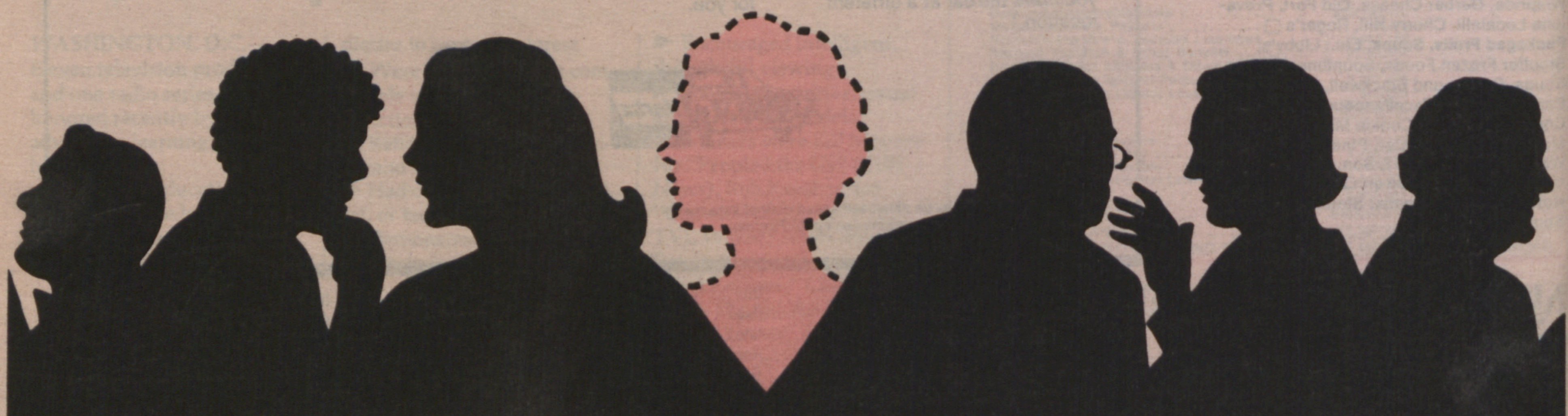
Name: ____________________

Address: ____________________

City: ____________________

State: ____________________ Zip: __________

If you think a serious accident will never happen to you, consider this:



Accidents are the leading cause of death among Americans between the ages of 1 and 38, and the fourth leading cause of death among persons of all ages.*

*1979 National Safety Council Statistics.